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ABSTRACT

This guide on marketing and distributive education cooperative education is designed to assist the beginning teacher-coordinator with the resource material he/she will need and to provide experienced teacher-coordinators and administrators with a ready reference on current procedures and practices. General information contained in chapter 1 includes definitions of vocational and distributive education; philosophy, objectives, and benefits of the distributive education program; and a history of distributive education. Chapter 2 considers duties and responsibilities of the distributive education teacher-coordinator, certification, rate of pay, travel allowance, and extended employment. Organizing and administering distributive education is discussed in chapter 3, including steps in starting a new program, minimum standards, community and student surveys, student recruitment and selection, training site selection, placement, coordination, public relations, equipment and supplies, advisory committee, labor laws, grades and credits, training memorandum, state and federal reports, and state-approved textbooks. Chapter 4 is a general guide to the curriculum and suggests units of instruction for one-, two-, and three-year programs. Chapter 5 is a general guide to Distributive Education Clubs of America. Adult classes are discussed in chapter 6. Topics covered are objectives, types of classes, suggested courses, part-time instructors, and class organization. (YLB)

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STATE DEPARTMENT OF EDUCATION

OF LOUISIANA

1982

HANDBOOK FOR

MARKETING AND DISTRIBUTIVE EDUCATION

TEACHER-COORDINATORS

IN

LOUISIANA

Bulletin 1170

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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STATE DEPARTMENT OF EDUCATION

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THE DECA CREED

I believe in the future which I am planning for myself in the field of distribution, and in the opportunities which my vocation offers.

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God; and that, by doing so, I will be rewarded with personal satisfaction and material wealth.

I believe in the democratic philosophies of private enterprise and competition, and in the freedoms of this nation and that these philosophies allow for the fullest development of my individual abilities.

I believe that by doing my best to live according to these high principles I will be of greater service both to myself and to mankind.

September 1974

POLICY OF THE

UNITED STATES OFFICE OF EDUCATION

FOR VOCATIONAL EDUCATION STUDENT ORGANIZATIONS

The United States Office of Education maintains a close relationship with the six vocational student organizations and welcomes their cooperation and support in strengthening our programs of cocational and technical education. Recognizing that the past performance and demonstrated potential of these six organizations are compatible with the overall purposes and objectives of education today, the United States Office of Education strongly endorses their objectives and seeks to involve their thinking in the development of our policies and plans.

In view of this, our policy is as follows:

1. The United States Office of Education recognizes the concept of total student development as being necessary for all vocational-technical education students to enter the labor market and to assume successful roles in society.

2. The United States Office of Education recognizes the educational programs and philosophies embraced by the following vocational education student organizations as being an integral part of our vocational education system of training.

   Distributive Education Clubs of America
   Future Farmers of America
   Future Homemakers of America--HERO
   Future Business Leaders of America--Phi Beta Lambda
   Office Education Association
   Vocational Industrial Clubs of America

3. The United States Office of Education will provide technical and supportive services to assist vocational student organizations and state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities and provide other wholesome experiences for youth.

4. Federal and state grant funds for vocational education may be used by the states to give leadership and support to vocational student organizations and

activities directly related to established vocational education instructional programs at all levels under provisions of approved state plans for vocational education.

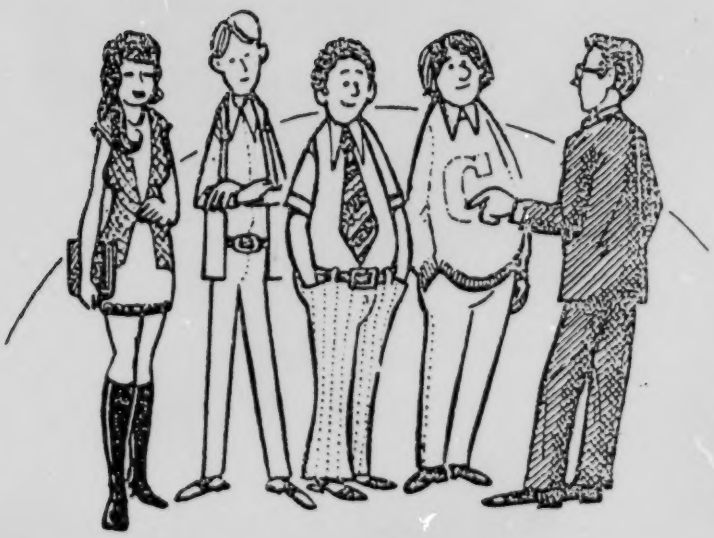
The responsibility for instructional programs and related activities rests with the states and localities. It is our belief that increased efforts on the part of state education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American education.

These policies represent the position of the United States Office of Education and its bureaus and divisions concerned with vocational and technical education.

x: signed
T. H. Bell
U. S. Commissioner
of Education

x: signed
Virginia Y. Trotter
Assistant Secretary
for Education

INTRODUCTION



INTRODUCTION

Cooperative education is one of the most viable vocational education programs today. And certainly, marketing and distributive education is one of the leading cooperative education programs. Because of the importance of this vocational discipline, a handbook is needed to assist the marketing and distributive teacher-coordinators. It may be used as a guide to assist the beginning teacher-coordinator with the resource material he will need and to provide experienced teacher-coordinators and administrators with a ready reference on current procedures and practices.

In an effort to provide the most reliable handbook possible, only experienced vocational teacher-coordinators and teacher-educators were used in its development. It is my hope that you will use this handbook as your first source of reference.

J. Kelly Nix
State Superintendent of Education

ACKNOWLEDGMENTS

This publication represents the cooperative efforts of personnel in marketing and distributive education and the Distributive and General Cooperative Education Section of the Office of Vocational Education, Louisiana State Department of Education. Special recognition goes to Dr. Dennis Wallette, Professor and Vocational Teacher Educator, Southeastern Louisiana University, who served as project director in the development of this guide. Special commendation goes also to members of the writing team who worked diligently to make this publication a reality.

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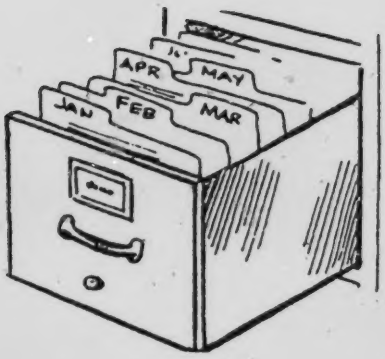
GENERAL INFORMATION



CHAPTER I

DISTRIBUTIVE EDUCATION IN LOUISIANA

A. Vocational Education Defined.

Vocational Education is a broad term which covers any training or instruction which prepares the student for the successful filling of a job or a class of jobs. It means how to work effectively, but it also includes related knowledge, understandings, and skills which will contribute to a satisfying and useful life of employment in a selected occupation.

General Administration and Organization in Louisiana

1. The general direction of vocational education is vested in the State Board of Elementary and Secondary Education and is summarized in the State Plan for the Administration of Vocational Education.

2. Operational Direction:
   a. The plans and policies for the development of the program are administered through the State Superintendent of Education, the executive officer of the State boards of education.
   b. Each field of vocational education is under the immediate supervision of the appropriate section in the State Department of Education and under the general direction of the Bureau of Vocational Education, Secondary.
   c. On the local level the parish or city school board (through the superintendent) is responsible for the administration of the program.
   d. Parish and city school boards are required to submit such statements, progress reports, and financial reports as may be prescribed by the State Department of Education.

Financing

Vocational Education in Louisiana is financed partially through the State Board of Elementary and Secondary Education and partially by appropriations by the Federal government. The general purpose for the funding is to assist the parish and city school boards in the further development of vocational education within the State. It is not intended that these funds will be used to relieve the parish and city school systems of financial obligations normally assumed by the local boards in conducting vocational education programs. It is

intended that any funds available for this purpose will be used for enrichment to provide facilities over and above those normally assumed by the parish and city school systems.

B. Distributive Education Defined.

Distributive Education is a program of vocational education in marketing, merchandising, and management. The Distributive Education Program in Louisiana is composed of:

1. a high school preparatory course,

2. a high school cooperative program,

3. a post-secondary program, and

4. adult courses.

Distributive Education is a part of the local school system receiving financial support from local, state, and federal funds. Teacher-coordinators are employed by the local school system and each program is adapted to the needs of the local community.

C. Philosophy.

The theory that classroom instruction with related occupational training is the best educational experience that can be offered has been borne out in practice through Distributive Education. By participating in this type of cooperative education the student matures more rapidly, sees more reason for training in all areas and completes the program better prepared to enter the world of full-time employment than the non-participating student. The occupational learning is relevant because it is practical and the classroom instruction is meaningful because it is directly related to the occupational training.

Therefore, the curriculum, training plans, and related learning experiences of the Distributive Education program are developed so that the student receives completely meaningful, practical, and realistic vocational training.

D. Objectives.

Objectives of Distributive Education are:

1. To provide classroom learning through a curriculum that complements the occupational experiences in marketing, management, and merchandising.

2. To provide broad background learning experiences so that students understand techniques of distribution and the free enterprise system.

3. To develop leadership, social intelligence, vocational understanding, and civic consciousness.

4. To increase the skill, technical knowledge, occupational information, understanding, appreciation, and judgment of both employers and employees.

5. To provide an instructional program in distribution for persons who are considered to be disadvantaged and/or handicapped.

6. To prepare persons employed in distribution to move to a higher position, or to transfer to another phase in the marketing and distribution field.

Objectives of the Distributive Education program may be attained by:

1. Related instruction in secondary schools.

2. Individual consultation with business managers and employers.

3. Specialized workshops, clinics, and institutes for owners, managers, supervisors, and employees.

4. Dissemination of current distributive information.

5. Effective use of student chapters of the Distributive Education Clubs of America (DECA).

E. Benefits of the Distributive Education Program.

To the Trainee:

1. Distributive Education offers an opportunity to receive specific training in marketing, merchandising, and management.

2. It offers opportunities for increased earnings and advancements.

3. It provides greater opportunity for employment in a field in which working conditions are satisfactory.

4. It provides opportunity for personal development.

5. It provides opportunity for professional and technical development on the employee, the supervisory, and the managerial levels.

To the Employer:

1. Distributive Education provides lower-cost trainees who have been screened before they are selected for the program.

2. It offers training service to supervisors, managers, and owners, as well as to employees.

3. It is an aid in public relations.

4. It can increase business.

5. It provides an advisory service on training problems.

6. It results in greater productivity per employee.

7. It provides the opportunity for a better understanding of employees and their problems.

8. It reduces personnel turnover through better selection and training.

To the General Public:

1. Distributive Education contributes to an improved standard of living through better service, lower selling costs, and general improvement of marketing, merchandising, and management practices.

2. It contributes to improved shopping conditions in:

a. Customer relations,
b. Merchandise accessibility,
c. Accuracy of merchandise information,
d. Merchandise service per dollar expended,
e. Customer comfort.

3. It contributes to economical and practical training opportunities.

4. It contributes to the development of better citizenship.

F. History of Distributive Education.

Early Beginnings

It was not until the last quarter of the nineteenth century that the real cooperative movement between education and business began. Schools in general, at that time, were criticized for the lack of practical training.

Distributive Education originated with the Women's Education and Industrial Union of Boston. The chief aim of this organization was to increase the efficiency of women workers. It was founded in 1880 and is remembered because of its unique contribution to education.

In 1905, Lucinda Wyman Prince, a certified high school teacher and a member of the organization, became interested in the lowly condition of salesgirls. The following year she decided to initiate a sales training course for girls who worked in Boston stores. Feeling that the efficiency of salesgirls could be increased, Mrs. Prince set about interesting the store management and the salesgirls in her plan. She encountered overt opposition from management. They asked: "What proof can you give us that your idea will work?" "What do you know about selling?" Management wanted nothing she had to offer!

Finally, Mrs. Prince persuaded the store manager of Filene's to permit her to sell alongside saleswomen who had been on the job for years. The manager surrounded her with experienced personnel who were familiar with the merchandise, the store routine, the salesbook, and the clientele; they were the best salespeople in the department. At the end of the day, Mrs. Prince had sold three to four times as much merchandise as any of the veterans. Management became mildly interested, as did a few of her fellow saleswomen. Mrs. Prince spent several days in Filene's and in other stores, and the result was always the same--she proved conclusively that she knew how to move merchandise better than her associates!

Once management was sold on training saleswomen, two approaches were tried before they hit on the idea of cooperative education. First, they tried night school for existing staff. This failed because the girls were too tired after a 10-hour day to attend classes. Second, they tried pre-employment training with a promise that the girls would be hired during rush periods and paid $1.00 per day. This failed because the girls could not try out what they were learning.

One or two of the Boston merchants, however, sensed some of the values derived from sales training. In 1907, a few progressive store managers, following Filene's example, offered

part-time employment to the girls who were taking the course, at a wage of $3.00 weekly. They also promised permanent full-time employment when the training was completed.

Finally, sales training could be made coincidental with store practice: the basic subject matter was the exact problems and situations the girls met in their everyday experiences on the selling floor. This was the beginning of cooperative part-time education in the United States.

The positive results of this training were quickly seen. Frequently the volume of sales by the part-time employees exceeded that of their associates who worked full time. Store management slowly conceded that there was no loss in sales while these people were receiving training; in most cases, in fact, a substantial gain was realized.

In 1908 Mrs. Prince's school became known as the Union School of Salesmanship. During the school year a new plan was put into operation, and it continued for many years, with slight modifications. This plan consisted of sending regular store employees to the Union School for five mornings each week, having them sell in the store for the remainder of the day, and making no reduction in their wages while they received training.

At first, store management selected and sent to the school only those employees they would miss the least, but this attitude gradually changed. Soon the opportunity to attend classes came to be regarded as a privilege by the workers, and there were many requests for the training.

These classes were conducted over a period of many years. Each class consisted of 30 salesgirls who came from six co-operating Boston stores. The girls attended class five mornings each week for 12 weeks. The course of study included demonstration sales, arithmetic, English, textiles, sales and design, personal hygiene, consumer economics, and sales slip practice. All instruction was practical and adapted to the needs of the students and the stores in which they worked.

Federal Legislation

Distributive Education received its impetus from a series of Federal acts which made funds available for vocational education. These monies made it possible for schools to offer education for distributive occupations. This source of funding continues to play a large role in the operation of distributive education programs.

The development of Federal contributions may be summarized as follows:

1. The Smith-Hughes Act of 1917 provided for an annual appropriation to the States for promoting vocational education for students and teachers.

2. The George-Reed Act of 1929 provided additional funds.

3. The George-Ellzey Act of 1934 extended the Federal appropriations for a three-year period.

4. The George-Deen Act of 1936, which provided matching Federal funds to the States on a graduated scale, included monies for training in the distributive occupations for the first time.

5. The George-Barden Act of 1946 increased the amount of Federal appropriations and also authorized the use of Federal funds for guidance and teacher training in the service fields and for research in vocational education.

6. The Act of August 8, 1956, provided for vocational education in the fisheries trades and industry and the distributive occupations therein.

7. The Vocational Education Act of 1963 was designed to assist States in the improvement and extension of existing vocational programs.

8. The Vocational Education Amendments of 1968 made provision for funds to assist and encourage the development of new vocational education programs. This act superseded and replaced all other financial support through Federal legislation.

9. The Vocational Education Amendments of 1976 overhauled the procedures for the distribution of Federal funds and revised the direction of some programs. These amendments emphasized elements of vocational education such as bilingual, disadvantaged and handicapped vocational training and elimination of sex stereotyping.

Distributive Education in Louisiana

Several factors contributed to the development of Distributive Education in Louisiana:

1. The George-Deen Act of 1936 provided Federal funds specifically for Distributive Education.

2. The economic conditions of the time.

3. Mr. John E. Coxe was elected State Superintendent of Education in 1940. He believed in vocational education and he hired Mr. Donovan R. Armstrong, a native of Louisiana, as the first State Supervisor of Distributive Education in 1940. Mr. Armstrong was a pioneer in Distributive Education in Louisiana and the nation. He organized DECA in Louisiana and assisted in founding the national organization in 1946 and 1947.

   In his first annual report, which was for the school year 1940-41, Mr. Armstrong reported 2,389 people were enrolled in adult classes. He also reported the first Cooperative Distributive Education classes were started in 1941-42 at Fair Park and C. E. Byrd High Schools in Shreveport with 14 and 20 students respectively. Louisiana's first teacher-coordinator was Mr. Arno C. Halbfass. He attended college at the University of Texas, Iowa State Teachers' College, and the University of Minnesota. The annual school report shows his salary was $1,200 per year.

   In the school year 1942-43, additional classes were started around the state with course titles such as: industrial relations, vocational guidance, diversified occupations, salesmanship, and retail training. There were only four classes initiated that year using the title Distributive Education. These new classes and their enrollments were:

   Ouachita Parish High School. 25
   Ponchatoula High School. 14
   Istrouma High School 18
   Baton Rouge High School. . . . . 15.

   Also in 1942-43, the classes at Fair Park and Byrd were cancelled for lack of an instructor.

   The United States had entered World War II by 1942-43 and the growth of Cooperative Distributive Education was encouraged but was spasmotic at the best. Programs were started only to be cancelled for lack of instructors. The adult classes, however, flourished as men went to war and housewives were trained to work in distributive businesses.

The following chart shows the growth of Distributive Education in Louisiana.

Year	Number of Adults	Number of High Schools	Number of Teachers	High School Enrollment
1940-41	2389	2	1	24
1941-42	6035	2	1	34
1942-43	6179	4	3	72
1943-44	2503	4	3	85
1944-45	*	4	3	73
1945-46	2828	9	8	179
1946-47	3103	10	9	237
1947-48	*	10	11	269
1948-49	*	15	16	460
1949-50	*	16	18	500
1950-51	*	18	20	580
1951-52	2525	18	20	611
1952-53	3069	16	20	644
1953-54	1321	18	22	686
1954-55	1667	18	22	732
1955-56	2316	20	25	813
1956-57	3801	22	27	863
1957-58	3175	21	27	925
1958-59	2941	20	26	845
1959-60	3496	21	27	855
1960-61	1885	22	27	906
1961-62	2675	23	28	946
1962-63	*	23	28	911
1963-64	2144	24	29	864
1964-65	*	35	42	1224
1965-66	1908	31	37	1322
1966-67	4012	55	54	1940
1967-68	5834	61	62	2289
1968-69	6059	69	77	2535
1969-70	2233	70	85	3150
1970-71	2715	77	98	3605
1971-72	2497	80	95	3819
1972-73	2781	86	101	4849
1973-74	3227	99	120	5447
1974-75	1922	104	124	7690
1975-76	3559	93	124	3488
1976-77	1994	*	*	3848
1977-78	2558	98	113	3683
1978-79	2618	103	114	3748
1979-80	2223	100	115	3708

In the 40 years of Distributive Education in Louisiana we have seen tremendous growth and many changes. We now have a much more sophisticated program and we reach thousands of students each year. The one thing which has remained constant throughout our history is the original concept of paid on-the-job training, and related classroom instruction under a qualified teacher-coordinator.

TEACHER - COORDINATOR

CHAPTER II

THE DISTRIBUTIVE EDUCATION TEACHER-COORDINATOR

The key component of an effective and meaningful Distributive Education program is the teacher-coordinator. An enthusiastic teacher-coordinator, well qualified in marketing occupations, coordination techniques, and teaching methods is essential for the success of a Distributive Education program. It is primarily through the personality and varied abilities of the teacher-coordinator that the program will develop and permeate the life of the community.

The teacher-coordinator is a regular member of the school staff but must serve in dual roles--teaching in the classroom and coordinating student activities on the job. The teacher coordinator is responsible to at least five groups: the students, the parents, the training station personnel, the advisory committee, and the school board.

Success of the program is directly dependent upon the teacher-coordinator's planning and execution of those plans. Failure to assume responsibility in any one of these functions may seriously handicap the program.

A. Duties and Responsibilities of the Teacher-Coordinator.

Responsibility for the success of the Distributive Education program rests with the teacher-coordinator. This is a multi-faceted job which requires energy, enthusiasm, patience, and a love of people. Listed here are some of the duties and responsibilities of the Distributive Education teacher-coordinator.

1. Determine community training needs.
   a. Discuss plans for adult training with employers.
   b. Confer with director of local employment service.
   c. Discuss proposal of local survey with advisory committee.
   d. Make surveys of stores.
   e. Call on employers not already in the program to discuss training opportunities.
   f. Promote occupational training survey of city with Chamber of Commerce.
   g. Make a community survey.
   h. Evaluate survey to determine what training courses to offer.
   i. Aid in setting up evening classes.
   j. Determine the number of students who continue in retailing after graduation.

2. Publicize the program.
   a. Explain cooperative program to employers.
   b. Assist students in preparing school assembly program to acquaint students with marketing opportunities.
   c. Prepare press releases on cooperative training.
   d. Make home calls to get acquainted with parents of trainees and to explain program.
   e. Explain program to Chamber of Commerce, service clubs, etc.
   f. Explain details of program to school board at the request of the superintendent.
   g. Discuss program with high school counsellors.
   h. Talk to parent-teacher organizations about vocational training in general and specifically the cooperative program.
   i. Call on employers not in the program to discuss training opportunities.
   j. Revise publicity plan to secure better distribution of information on cooperative training.
   k. Serve as member of education committee sponsored by local Chamber of Commerce.
   l. Talk to ninth grade class on how to plan high school schedule in order to include cooperative training in their junior and/or senior years.
   m. Make use of radio, newspapers, TV, and window displays in publicizing the program.

n. Educate advisory committee to boost the program whenever and wherever possible.
o. Welcome opportunities to speak before faculty, students, and civic organizations.
p. Prepare and distribute handbills, bulletins, and pamphlets concerning Distributive Education.

3. Assist with guidance and school scheduling.
   a. Meet with students in junior high school and lower senior high school grades to explain requirements for entry into the cooperative program.
   b. Meet with prospective trainees and their parents to discuss cooperative program.
   c. Confer with dropouts to determine reasons for leaving school.
   d. Serve as member of guidance committee to secure more and better counselling preliminary to training.
   e. Advise students regarding union affiliations in unionized stores.
   f. Confer with cooperative students on question of going to college.
   g. Counsel prospective students.

4. Select students for the program.
   a. Conduct student survey.
   b. Discuss with principal and guidance counsellors concerning possible trainees for the coming year.
   c. Give aptitude test to entire class of prospective trainees.
   d. Interview prospective students.
   e. Select prospective trainees for the cooperative program.
   f. Make selection on basis of occupational information and guidance.

5. Place students in training stations.
   a. Place students in appropriate training stations.
   b. Talk with employers about summer employment of trainees.
   c. Consult with personnel director of work stations about requirements of specific jobs.
   d. Determine number of students to refer to an individual employers.
   e. Provide for proper introduction of students to employers.
   f. Assist with work permits.

6. Develop the training stations.
   a. Explain child labor regulations to employers.

b. Conduct conferences with job supervisors to upgrade the instruction.

7. Correlate instruction with job experience.
   a. Visit trainees on the job to determine training needs.
   b. Prepare list of reference materials.
   c. Check rating sheets prepared by employers.
   d. Prepare equipment for demonstration in class.
   e. Meet with employers to update units of instruction.
   f. Arrange for special tutoring.
   g. Arrange for personnel directors to speak to cooperative class.
   h. Show training films to class.
   i. Collect merchandise samples for display at school.
   j. Arrange field trips to stores.
   k. Borrow equipment from stores for use in classroom.
   l. Explain how insurance regulations apply to trainees.
   m. Chart business organization structure for trainees to explain their places in the organization.
   n. Collect materials on job safety for presentation to class.
   o. Prepare lesson plans to meet the needs of cooperative education class.

8. Handle students' personal problems.
   a. Investigate tardiness and absence cases from school and/or work.
   b. Help trainees with Federal and State income tax reports.
   c. Confer with trainee, principal, and parents regarding any discipline problems.
   d. Encourage trainees to formulate a wage saving plan.
   e. Confer individually with trainees on confidential subjects.
   f. Confer with trainees on subject of conduct on the job.
   g. Confer with trainees in regard to specific deficiencies noted by coordinator or employer.

9. Make employment adjustments for students.
   a. Visit trainees on the job.
   b. Drop any trainee because of dishonesty.
   c. Clear up misunderstandings between employer-trainees.
   d. Confer with employers on wage scale for employees.
   e. Confer with employers on working deficiencies of students.
   f. Investigate tardiness and absence cases at training stations.

g. Arrange for trainees to spend extra hours on the job during rush hours.
h. Move trainees if training station proves undesirable.

10. Administer the program.
    a. Prepare rating sheet for use by trainer-supervisor on the job.
    b. Check weekly work and time reports of trainees.
    c. Prepare reports for State Department of Education.
    d. Attend committee meetings.
    e. Become knowledgeable about laws governing part-time workers.
    f. Meet with advisory committee.
    g. Reorganize advisory committee as needed.
    h. Make up department budget for next year.
    i. Help employers plan inservice training programs for all employees.
    j. Meet with advisory committee to plan revision of content of vocational courses.
    k. Check course content with employers.
    l. Submit plans for expansion of vocational program to principal and superintendent.
    m. Submit plans for providing adequate pre-employment vocational sales training.
    n. Explain labor regulations and work permits to employers.
    o. Check to determine whether any Federal or State laws with respect to training are being violated.
    p. Prepare training agreements to be signed by employers, trainees, parents, and coordinator.
    q. Check progress of cooperative students in other school subjects.
    r. Prepare annual report to the principal and the superintendent.
    s. Prepare grade report to be sent to parents.
    t. Prepare final cards for graduates.
    u. Attend conferences with teacher educators or State supervisors.
    v. Serve on curriculum committee.
    w. Submit requisitions for supplies and equipment.
    x. Organize instructional supplies and equipment.
    y. Inventory supplies and equipment annually.

B. Certification.

An approved Distributive Education program must have a certified distributive education teacher.

Refer to the most recent edition of Bulletin 746, Louisiana Standards for State Certification of School Personnel, as these regulations are subject to change. Requests for information regarding certification should be addressed to

Director of Teacher Certification
State Department of Education
P. O. Box 44064
Capitol Station
Baton Rouge, LA 70804.

C. Rate of Pay.

The salary of the teacher of distributive education is determined by the local parish or city board of education. The salary of the full-time teacher-coordinator should be the equivalent of the salary paid the other teachers plus extended employment of one or two months.

The teacher-coordinator of distributive education should be employed for a minimum of 10 calendar months. If enrollment justifies it, the coordinator should be employed for 11 months and the time during which school is not in session should be devoted to adult education classes and other administrative duties involved in the distributive education program.

D. Travel Allowance.

Coordinators will incur expenses in conducting coordination and supervisory activities and in attending conferences authorized by the State Department, Distributive Education Section. The State will reimburse the local school board for such travel. The amount will be determined by the need, and the availability of funds.

II.D.2

MILEAGE REPORT

Month_____ Coordinator_____ School_____

Date	MILEAGE			Parking	COMPANY	STUDENT	REASON
	End	Start	Total				

Total Miles_____ x _____ = $_____ Signature_____
(rate/mile)

Approval_____

E. Extended Employment.

From time to time school officials ask, "What is expected of teacher-coordinators during their extended employment period?" The answer to this question should be beneficial to both new and experienced coordinators.

It has long been a practice for teacher-coordinators of cooperative programs to be employed on a 10-month basis. This allows a limited amount of time for orientation, and a little time for student placement prior to the opening of school or time for follow-up on graduating seniors. Several factors made it evident that additional time should be added to the program. The most pertinent reasons include growth of programs per community, wage and hour increase, local and State inservice workshops, additional time to work with the advisory committee and to do public relations work with news media, civic, trade, and professional organizations.

In order to expand distributive education and provide better service, coordinators of cooperative programs have been placed on 11-month extended employment which is reimbursable by the State Department of Education. This extended employment is granted, funds permitting, to coordinators who can satisfactorily justify such employment. The option of 10 or 11 months is left to the individual parishes. Generally, June and August offer more advantages as the additional months than any other combination, leaving July as a vacation period.

When a coordinator is approved for extended employment the question, "What do I do now?" immediately arises. The following chart provides most of the answers.

	10 Months Activities	11 Months Activities	
	August	June	August
1. Pre-employment orientation class(es) for incoming D.E. students involving at least 10 hours of instruction.	X	X	X
2. Placement of incoming students.	X	X	X
3. Supervision of second year students and incoming students as they are placed.	X	X	X

	August	June	August
4. Participation in the annual coordinators' inservice workshops and/or the Louisiana Vocational Association.	X	X	X
5. Participation in parish workshop.	When held	When held	
6. Provide major assistance in organizing and supervising at least two adult classes which meet minimum enrollment and class requirements.	Any high school program can benefit by having a coordinator involved in adult classes.	To be organized and held as a need is developed in the community.	
7. Prepare or assist with the preparation of instructional materials for adult classes.	As a need develops.	As a need develops.	
8. Planning and up-grading curriculum projects, and DECA chapter activities.	X	X	X
9. Conduct community surveys.	X	X	X
10. Appear before civic, trade, and professional organizations	X	X	X
11. Organize and attend Advisory Committee meetings.	X	X	X
12. Schedule, prepare, and preview audio-visual aids.	X	X	X
13. Order instructional materials.	X	X	X
14. Bring resource files up to date.	X	X	X
15. Visit homes of new or prospective students.	X	X	X

	August	June	August
16. Develop "Training Memos"	X	X	X
17. Expand student placement into untouched areas of distribution, such as wholesaling.	X	X	X
18. Clean out D.E. area.	X	X	X
19. Make sure all equipment is in working order; or have it repaired.	X	X	X

As a result of carrying out these and other worthwhile related activities, for many of which the teacher-coordinator has limited time during the regular school year, the following advantages of 11-month employment should be evident:

1. Improved continuity in program activities since coordination can be performed with little interruption.

2. Additional job experience opportunities are provided for students through summer employment under supervision.

3. Extremely worthwhile curriculum projects can be initiated and developed during the summer months when the pressure of daily teaching and coordination duties are lessened.

4. New training station contacts can be developed best when business activity is at a slower pace and businessmen are more readily available for conferences and consultation.

5. Prospective enrollees can and should be placed prior to the opening of the school term.

ORGANIZATION and ADMINISTRATION

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF DISTRIBUTIVE EDUCATION

A. Steps in Starting a New Program.

A glance at this calendar of events indicates the wisdom of long-range planning for a Distributive Education program. School administrators who make last-minute decisions in the summer to start a program the following fall run into difficulties in hiring a qualified teacher-coordinator, in selecting and scheduling student-learners, and in selecting and developing training stations on a sound educational basis.

The following suggested calendar may be used:

MONTH	ACTIVITY
January	Interest in program expressed by the local superintendent of schools. The superintendent informs the Distributive Education Section, State Department of Education, of his desire to add the program to a certain school's offerings and requests assistance. The local Chamber of Commerce should be consulted.
February	Survey of business community potential and interest. Survey of faculty and guidance personnel interest. Survey of student interest.
March	New coordinator appointed. Advisory committee appointed by superintendent. First advisory committee meeting--orientation. Teacher-coordinator: appears before civic clubs, professional clubs, school assemblies; writes newspaper releases; plans radio and television programs; consults with principals and guidance counsellors.

April through June	Teacher-coordinator: interviews, counsels, and screens prospective student-learners; visits parents of prospective students; cooperates with guidance counsellors in selecting students; establishes business training stations; assists in making class schedules for students selected for the program; begins placement of students.
August	Teacher-coordinator: establishes additional training stations; checks established training stations; completes student placements.
September	Teacher-coordinator: starts related classroom instruction; continues public-relations activities; initiates the youth club program. Advisory committee meeting--report and planning session.

Once the program is established it is up to the teacher-coordinator to maintain continuity from year to year. This calendar of events will need to be modified annually to meet the needs of each local program.

B. Minimum Standards.

Many different factors are considered in the selection of students. The maintaining of a good grade-point average is an essential part in the selection, but students who show academic improvement and possess the proper attitude will be considered even if their academic records are below average. A good discipline record is also an important factor. No serious discipline problems can be tolerated if a student is selected for the Distributive Education Program. Employability is also a determining factor in many cases. Sometimes certain students are unable to obtain employment by the specified time, usually the beginning of the school year. Reasons for this may vary (physical defects, poor attitude, etc.). Students also may not have the proper outlook toward work, which could prevent their being hired.

It must be noted at this point that all of these factors are flexible. The most important factor is proper attitude. A student who has the proper attitude for work and school could be selected even though he or she did not meet one or more of the other requirements. Through past experience it has been noted that this factor can cause a student to do exceptionally well or very poorly.

All these criteria for the selection of students are set up for the protection of the student, employer, and overall, the Distributive Education program.

1. Applicant must give certification of:
   a. junior standing.
   b. being at least 16 years of age.
   c. satisfactory scholastic and disciplinary record.
   d. good attendance and punctuality record.
   e. interest in receiving practical training for a career in distribution, not just in the money.
   f. approval of coordinator.
   g. ability to enter and progress in on-the-job training.
   h. employment in a distributive occupation.

2. To remain in the program, trainees must fulfill the following conditions:
   a. regular work in a distributive occupation--15 to 25 hours a week, distributed through the week--270 hours a semester.
   b. immediate notification of any problem arising in place of work.
   c. school requirements completed before leaving school each day.
   d. no special request for favors because of D. E.
   e. immediate departure from school after last scheduled class in school building.

f. permission for leaving campus early.
g. if temporarily unemployed, student is under school supervision until the end of the school day.
h. if student is absent from school, he should not go to work that day without coordinator's permission (holidays and weekends excepted).
i. if student must be absent from work, he must notify his employer early enough for him to make other plans.
j. in case of tardiness, student must conform to school policy and assume his own responsibility for making up the time.
k. no student may change jobs without coordinator's permission.
l. a student should be enrolled at a training station just as he is enrolled in any other class; and the same procedure should be followed in changing jobs as are followed in changing regularly scheduled classes.

C. Community Survey.

A community survey should become the foundation for the program of work for the school year. It can provide the teacher-coordinator with vital information on types of businesses, the amount of training being conducted, and the number of prospective placements for cooperative students. If properly conducted, the community survey can also serve to introduce the teacher-coordinator to the community, and familiarize the businesses with the Distributive Education program.

Certain procedures should be followed to insure success:

1. Obtain approval for the survey from the school principal and the parish/city superintendent.
2. Release newspaper articles explaining the purpose and details of the survey prior to the actual time of starting.
3. Contact the local merchants' association and Chamber of Commerce to explain the purpose of the survey, and, if possible, obtain a list of local businesses. Other helps in developing such a list are:
   - employers at existing training stations;
   - school administrators with long standing in the community;
   - the yellow pages in the telephone directory.
4. Get survey questionnaire ready and mail. Be sure to include a pre-addressed envelope.
5. Schedule interviews with businessmen who return the survey.
6. Tabulate the results in a manner that will keep the information in compact form.

COMMUNITY SURVEY

_____
(Town)

_____ _____
(Name of Store) (Type of Store)

_____ _____ _____ _____
(Address) (Phone) (Chain) (Indep.)

_____ _____ _____
(Manager) (Person Interviewed)

Employees	Full	Part
Supervisors		
Salespeople		
Stock		
Other		
Other		

High School Students Employed	
Name	School

How many new employees each year? _____

Have co-op students ever been employed? _____

Days most suitable for adult classes: _____

Suggested teachers for adult classes: _____

_____

_____

COORDINATOR'S SUMMARY

WERE YOU ABLE TO INTEREST THE STORE IN TRAINING? Yes or No		Plan of Action
Coop.		
Adult		
Pre-Emp.		

Training Needs (List actual words of person interviewed.): _____

_____

_____

_____

_____

_____ _____

(Today's Date) (Your Name)

D. The Student Survey.

The student survey can be used to get information about students who are potential enrollees. It should be quick and easy to fill out, but it should provide enough information to start the screening process. If properly conducted and used, the student survey will aid the coordinator in screening applicants as well as serve as a form of publicity for the program.

Procedures to be followed include:

1. Obtain approval for the survey from the principal.

2. Make announcements explaining Distributive Education and the survey. Notices should be placed on bulletin boards and given to teachers.

3. Duplicate the survey questionnaire and pass it out to prospective students.

4. Collect the completed survey forms.

5. Make a list of students who are interested.

6. Make arrangements to meet with those students.

7. Have the students fill out an application to enter the Distributive Education program.

8. Interview students.

DISTRIBUTIVE EDUCATION STUDENT SURVEY

_____ High School

_____, Louisiana

Student's Name _____ Present Home-room Teacher _____

Next year I will be a _____ Junior _____ Senior.

I am interested in taking Distributive Education next year.

Yes_____ No_____

I have worked before. Yes_____ No_____

If YES, tell where you have worked and for how long.

I will have _____ units at the end of this year.

My birthday is _____ _____ _____.
(Month) (Day) (Year)

I am now _____ years old.

I am free during the _____ period.

I have no free period daily. _____

I am presently employed. Yes_____ No_____

If YES, tell where, for how long, and what your duties are.

E. Recruiting Students.

Some coordinators are reluctant to "recruit" students. Other teachers and program directors recruit students who can benefit from their instruction and guidance. The purpose of recruiting is to find those students who need the D.E. program, are interested in it, and can profit from it.

The best recruiting will be the kind that takes place year-round. Presently enrolled students can be the biggest help here. If they are enthusiastic about Distributive Education, they will talk to other students and most of the work of recruiting will be done. The coordinator should insure that Distributive Education receives its share of publicity in the school and community. An active DECA chapter serves as your best show window.

Here is a list of suggested promotional activities for easy reference:

1. Hold an assembly for 10th and 11th grade students. Let the present D.E. students run the show.

2. Prepare and duplicate hand-out materials explaining the program of Distributive Education to all students.

3. Use publicity, but handle it with care. (It should be remembered that any evidence of pressure-campaigning for enrollment is distasteful to faculty associates and to students.)

4. Send representatives to homerooms to talk about the program.

5. Encourage the members of Distributive Education classes to "talk it up" with their friends.

6. Get a list of students who are already working in distributive occupations but who are not in the program. Call a meeting to tell them about the program or have a personal interview with each of them.

7. Ask for the cooperation of the guidance counsellors:
   a. Discuss with them the benefits of Distributive Education courses to both college-bound and non-college-bound students.
   b. Point out to them how much the success of the program depends upon their assistance in guiding students into Distributive Education programs who can benefit from the instruction.

8. Show businessmen in the community the advantages of encouraging students who come to them for part-time jobs to enroll in the Cooperative Distributive Education program.

9. Solicit teachers of other subjects to inform students about the program:
   a. Ask assistance from selected faculty members.
   b. Ask teachers to serve as judges for local DECA competition.
   c. Use faculty members who have had a variety of work experience as resource people.

F. Selection of Students.

New program development is discussed in III.A of this handbook.

If you are not beginning a new program, find out what has already been done toward program development. See if any pre-registration, or pre-selection of students was carried out during the preceding year. Regard this list as a beginning point only. Do not accept students into the program until you have interviewed them. Make arrangements to follow up immediately if a list is available. Consult with the principal and guidance personnel. Then determine those students who will be invited to enter the program.

Find out which of last year's junior students will be returning to the program as seniors. Secure names from roll book or other permanent records which should be on file in the Distributive Education room or the main office. Contact these students personally, or by telephone, to determine whether they plan to continue their D. E. training. Find out if the students are still employed or if they have been promised employment by their training sponsors.

The Distributive Education program differs from the regular academic subjects offered in the comprehensive high school. It is not a program designed for every student and therefore requires that certain standards of acceptance be met before a student is enrolled. Distributive Education is designed to prepare the student for gainful employment in marketing, merchandising, and management. In order to build a quality Distributive Education program, the teacher-coordinator must maintain a well-planned, well-balanced program of guidance activities.

Proper student selection is important because:

1. The distributive occupations require certain mental, social, and personal attributes.

2. Certain students, because of their interests, abilities, and temperament, will achieve greater satisfaction and success in the field of distribution. Others should be counseled into areas of endeavor better suited to their individual attributes.

3. The students selected for the Distributive Education program will represent the entire school when they are placed in a business community.

4. The student must have parental approval for an on-the-job training position and their understanding

that the laboratory work is an essential part of the training program.

It is imperative that the teacher-coordinator screen and select students for the program because he is familiar with the needs of the business community.

Selection should be made from students who:

1. Have a career objective in marketing, merchandising, or management.

2. Plan to enter full-time employment upon graduation.

3. Plan to pursue further study in related areas.

4. Will profit individually by being in distributive education.

5. Will be juniors or seniors and at least 16 years of age by the beginning of school.

6. Have means of transportation.

Steps in student selection:

1. Make use of personal data forms. These may be distributed through homeroom teachers, counsellors, faculty members in charge of scheduling, or distributive education students.

2. Each potential student for the Distributive Education program should fill out a personal data form, have it signed by a parent, and return it to the coordinator.

3. After collecting all personal data forms, the coordinator should:
   a. obtain scholastic, disciplinary, and attendance records of each student;
   b. discuss applicant with several faculty members and/or counsellors; or ask for a written evaluation;
   c. schedule personal interview.

4. Personal interviews:
   a. should be conducted in coordinator's office.
   b. are the occasions to go over personal data form thoroughly with the student;
   c. set up the opportunity to ask questions and to make sure the applicant understands the program;

d. provide the opportunity to observe applicant's appearance and mannerisms;
e. are the times to counsel applicants into or out of the program depending on information you have at this point.

Tell the applicant you will contact him about final selection.

5. After the interview:
   a. Study carefully all information on each applicant.
   b. Classify applicants:
      those definitely accepted;
      those definitely rejected;
      those you have doubts about.
   c. Study records again for rejected and doubtful applicants.
   d. Seek additional opinions from counsellors or other faculty members who know these applicants.
   e. Make final selection.
   f. Go over selection with principal and guidance counsellors.
   g. Contact each applicant personally and advise if they have been accepted. Those who are not accepted should also be notified and counseled regarding other possibilities.

(SAMPLE)

APPLICATION FOR
DISTRIBUTIVE EDUCATION
PERSONAL DATA SHEET

1. Name_____Address_____
2. Age____Birthdate_____Home Room #____Teacher_____
3. Telephone_____Social Security #____Height_____
4. Weight_____Health (Good-Fair-Poor) Recent Illnesses_____
5. Father_____Employed by_____
6. Mother_____Employed by_____
7. Grade (now)_____Study Hall(s)_____Teachers(s)_____
8. Would you be available for work this summer?_____
9. Have you ever been employed?_____
10. If so, what type of work?_____
11. Name of business(es)_____
_____
12. Why did you leave?_____
13. What do you plan to do after graduation?_____
14. Reason for this choice_____
15. Do you plan to go to college?____If so, what major?_____
16. What is your overall grade-point average this year?A B C D
17. How many days have you been absent this year?_____
18. What is your lowest semester grade?_____
19. What subjects, if any, have you failed while in high school?_____
20. What reason can you give for your failures?_____
_____
21. Do you feel you are capable of carrying 3 class subjects, with no study periods and working until 5:30 or 6:00 each day and all day on Saturday?_____
22. Why do you think you would like employment in marketing and distribution?_____
23. How did you first become interested in D.E.?_____
24. List any honors or awards you've received_____
25. List any club membership and offices held (a)_____
(b)_____
26. The broad field of marketing and distribution includes hundreds of job opportunities. Distributive Education is concerned with occupations in the three major areas of retailing, wholesaling, and the sale of services. List your career interests. Be as specific as possible.
(a)_____(b)_____(c)_____
Give a brief statement as to your reason for these choices.
(A)_____
(B)_____
(C)_____
27. List three teachers under whom you have studied this year.
(1)_____(2)_____(3)_____

Applicant's Signature_____

Date_____

Signature of Parent_____

III.F.4

(SAMPLE)

DISTRIBUTIVE EDUCATION STUDENT SURVEY

_____High School

_____, Louisiana

Student's Name _____ Present Homeroom Teacher _____

I am interested in taking Distributive Education next year.

Yes_____

No_____

I have worked before.

Yes_____

No_____

If yes, tell where you have worked and how long.

_____

_____

I will have____ number of units at the end of this year._____

My birthday is_____ ___ ____. I am now _____years old.
Month day year

I am free at the _____period.

I have no free period daily _____.

MY PLEDGE TO THE D. E. PROGRAM

I agree to:

1. Be punctual at all times.

2. Display good work habits at all times.

3. Perform in school and on the job effectively. I understand that failure to do so may result in the loss of credit and employment, and assignment to afternoon study period.

4. Work for the best interest of the employer, the DE Program, the school and myself.

5. Keep matters of business in strict confidence.

6. Acquaint myself with the store rules, school rules, and policies of the DE Program, and make every effort to live up to them.

7. Make up work in all classes when absent, within the time set forth by my teachers.

8. Make the best use of any training material furnished by the company or coordinator.

9. Keep the same work schedule as other employees insofar as school hours will permit (with regard to such things as store meetings, overtime, etc.).

10. Look to the job ahead and prepare myself for promotion.

11. Notify my employer no later than 10:00 a.m. on any day it is impossible to be at work.

12. Secure coordinator's permission to work in afternoons when absent from morning session of school. If at all possible, call should be made the evening before.

13. Discuss job difficulties with the coordinator, who in turn will attempt to correct the problem.

14. Not quit a training station without express consent and knowledge of the coordinator.

15. Be careful of my appearance and actions at all times, realizing that everyone with whom I come in contact will know me as a young adult business person. I realize that business people who are sincerely trying to get ahead do not indulge in flashy fad hairdos, clothing, jewelry, and make-up, and that blue jeans and cowboy boots are more appropriately worn to rodeos.

_____

Signature of Student

PARENTAL CONSENT

DISTRIBUTIVE EDUCATION is probably an unfamiliar term, which you first heard when your child announced that he was registered for the class. Perhaps the questions listed below may have occurred to you, and we hope that their answers will give more information about this comparatively new subject in the school curriculum. The program has been growing so steadily that its success is undeniable.

WHAT IS DISTRIBUTIVE EDUCATION? It is practical training, given by both school and store, in the retail, wholesale, and service fields. A student who elects Distributive Education does so because he feels a definite interest in the opportunities offered and is thinking seriously of making a career in one of the three distributive fields.

HOW WILL IT BENEFIT MY CHILD? DE is practical because it gives the student first-hand experience in the career which he has chosen even before he graduates from school. He is placed in the type of job for which he has shown special interest and aptitude. At all times he is under the supervision of an experienced, successful training sponsor.

The school gives him individual instruction for his particular job, such as selling, display work, stockkeeping, and customer service. He also participates in group discussion on such topics as buying and merchandising, sales promotion, and personality development. (DE clubs provide excellent recreational activities throughout the year.) The teacher-coordinator checks at regular intervals to assure the progress of the student, who receives full scholastic credit upon satisfactory completion of the course.

HOW CAN THE HOME HELP? You want your child to succeed, so do we. Let's then work together on the vitally important job of making his progress our mutual concern. You can see to it that he eats an adequate breakfast (he works better with proper food habits), and that he is properly groomed for school and the job. Boys should cut their hair in conservative styles. Levis and blue jeans are not business-like and not permitted. Girls should dress in simple, tailored fashions, skirts and blouses, and stockings. They are specifically requested not to wear sheer, fussy nylon blouses, slipover sweaters, or elaborate jewelry.

Your child must come to school regularly and promptly. He must be present in school in order to go to work in the afternoon. It is his responsibility to notify the store when he is absent. If you will see to it that he observes these simple rules, he will develop the proper work habits and learn to assume responsibilities.

We hope that this will prove a happy, successful year for your child. Please sign and return this consent agreement.

_____

s/ Parent or Guardian

DISTRIBUTIVE EDUCATION TRAINING AGREEMENT

1. If I am accepted and placed for training, I shall attend school one-half of each day and work in a store or other distributive business establishment the other half day. While in school I shall take one period of directly related instruction and two periods devoted to subjects for graduation.
2. I shall be a part-time employee for a minimum of 15 hours a week and my work experience will follow an organized plan developed by the employer and my school.
3. My training will cover a two-year period if I make satisfactory progress(two years for juniors, one year for seniors).
4. I shall be paid a learner's wage for my job training.
5. My training in school and on the job will be organized and supervised to enable me to advance in my vocation.
6. The program is designed to provide me with specific vocational training to enable me, after graduation, to secure full-time employment in my chosen distributive occupation and to advance in it.
7. My participation in the training program will require me to study hard and work diligently in the afternoons and Saturdays.
8. The credit I earn will apply toward my high school graduation.
9. I shall be eligible for membership in the Distributive Education Clubs of Louisiana. Club work is considered an integral part of the program.
10. The coordinator will assist students in finding suitable and acceptable employment, but the student will be expected to make reasonable efforts to contact prospective employers as well.
11. Students must be employed on or before the second week in September.
12. I realize that credit will not be granted for one part of DE unless my progress in both class and job training meets school standards.
13. My employer-trainer will rate my progress periodically. This rating will serve as a basis for my job training grade.
14. I understand that I shall not change my place of training without first discussing the change with the DE coordinator at least 10 days before the anticipated change.
15. I also understand that during slack business periods that DE students are to report to the DE room for an afternoon study period
16. The DE Trainee is not to work during the afternoon, unless in school that day, without the prior approval of the coordinator. Generally, it is assumed that if students are too ill to come to school, they are too ill to work.
17. The DE program is designed to train boys and girls in retail, wholesale, or service businesses they choose as a career.
18. The trainee must be 16 years of age and at least a junior to be eligible.
19. A student may earn three credits each year for both related instruction and on-the-job training.
20. While this program is designed for the student who wishes full-time employment upon graduation, the credit received meets college entrance requirements.

I understand that the Distributive Education Program is to be conducted in accordance with the conditions as stated and I will do my best to see that these conditions are followed.

G. Selection of Training Stations.

It is the occupations aspect of the Distributive Education program that provides the practical application of information discussed and studied in the classroom. The selection of the proper training agency, which will provide the student with his or her necessary work experience, is vital to the success of the total program.

Procedures to be followed in the selection process are:

1. Check that training stations meet selection criteria:
   a. Is the business distributive in nature?
   b. Is the business reputable and progressive in the community?
   c. Does the employer understand the total D.E. program and his role?
   d. Are the hours practical for the student?
   e. Is the manager willing to work with both the student and you as the coordinator of the program?
   f. Are the wages acceptable?
   g. Will the business provide on-the-job training for the entire academic school year unless placement is terminated?
   h. Will the manager use some criteria in the selection of a training sponsor if he does not accept this responsibility himself?
   i. Does the manager understand your DECA program and is he willing to excuse students for DECA activities?
   j. Will the training station offer opportunity for the student to learn?
   k. Does the training station relate to the student's career objectives?

2. Locate suitable training stations.
   The teacher-coordinator should be very concerned in assuring that training stations provide a good atmosphere for on-the-job learning experiences.
   The following sources will be helpful in locating suitable training stations:
   a. Community survey--the first source to investigate.
   b. Advisory Committee.
   c. Chamber of Commerce.
   d. Civic organizations.
   e. State Department of Employment Security.
   f. School administration--faculty and counsellors.
   g. Friends and relatives.
   h. Past business associates.
   i. Public employment agencies (NOT private).
   j. Present and past training stations.
   k. Telephone book--yellow pages.

l. Alumni of D.E.
m. Want ads.
n. List of past adult D. E. students.
o. Other coordinators in your area.

3. Develop and establish training stations.
   a. Before approaching a potential employer:
      1) Plan to contact employer personally.
      2) Know what points you want to make and what questions you need to ask.
      3) Secure hand-out material (for example, your business card, D.E. brochures).
      4) Make an appointment.

   b. Initial visit.
      This should be a brief, informal visit. The major purpose of the visit is to assess the business as a possible training station. You should have prior knowledge of the business before you call. Additional information you will need:
      1) Who does the hiring?
      2) Whom will you be interviewing?
      3) Has the firm previously been a training station?
      4) Is the business a national sponsor of DECA?

   c. The approach.
      1) Be on time.
      2) Be considerate of employer's time.
      3) Avoid meeting employer when or where there may be many interruptions.
      4) State the purpose of your visit.
      5) Be enthusiastic, but don't exaggerate.
      6) Let the employer talk; ask questions.
      7) Listen to objections. Answer briefly but DO NOT argue.
      8) After you believe the employer has reached a decision:
         IF HE IS INTERESTED, tell him what the next step will be. (You should leave hand-out material.)
         IF HE IS NOT INTERESTED, thank the employer for his time and tell him that you would like to call back later.
      9) Leave!
      10) Record results of interview for your files.

   d. The second visit.
      1) Present facts and benefits of the Distributive Education program.
      2) Stress the employer and student benefits of the program.

3) If he agrees to participate, make arrangements for student interviews.

e. Third visit.
   1) Follow up on student interview.
   2) Work out Training Memo for student-trainee.

4. Determine that employer understands conditions and responsibilities regarding the training station:
   a. The Distributive Education program is <u>not</u> an employment agency.
   b. The firm may be asked to assist students with individual study projects or assignments.
   c. The firm is a partner or member of the team and should assist the school in planning occupational experiences for the student.
   d. The training station must provide an average minimum of 15 hours each week for the student for the entire school year.
   e. Each student has a career objective and receives counseling at his school.
   f. The student is receiving classroom training that is related to his laboratory training.
   g. The student's training must be flexible so that the student is exposed to a number of occupational experiences.
   h. Students should have the same employee status as other part-time employees.
   i. The teacher-coordinator will visit the store at least once per grading period to observe the student and have conferences with the manager and training sponsor.
   j. Each training sponsor will be asked to give periodic ratings of student's progress.
   k. All D. E. students must receive appropriate compensation.

H. Examples of Generally Acceptable, Conditionally Acceptable, and Generally Unacceptable Training Stations.

1. Examples of generally acceptable training stations.

Listed below are a number of typical distributive businesses which have proved suitable as placement agencies for student-trainees. This list is not intended to be comprehensive.

Automobile agencies
Automotive supply stores
Banks
Book and stationery stores
Boutiques
Camera and photo supply stores
Department stores
Drug stores
Dry goods and general merchandise stores
Family clothing stores
Farm and garden stores
Farm implements, tractors
Floor covering and drapery
Florists
Furniture stores
Gasoline service stations
Gift shops
Grain and feed stores
Grocery stores
Hardware stores
Heating, plumbing businesses
Hotels
Household and Appliance stores
Insurance
Infant wear shops
Jewelry stores
Lumber and building supply
Meat and fish markets
Men's and boys' clothing
Motels
Music stores
Office supply stores
Paint and glass stores
Real estate agencies
Restaurants
Shoe stores
Sporting goods firms
Transportation agencies
Variety stores
Vegetable markets
Warehouses
Women's clothing stores
Women's specialty shops
Other retail stores
Wholesale and jobbing outlets

2. Examples of conditionally acceptable training stations.

Many potential training stations have been questioned as borderline cases for placement of students because they may fail to some extent to meet established criteria. Most of them are distributive in nature or are service businesses; but particular conditions within the business itself would determine whether the placement would justify a year's training or would contribute to the attainment of the trainee's career objective. Explanations of examples given here are intended to help the coordinator develop his own judgment in the selection of suitable training stations.

Advertising agencies, commercial artists.

An advertising agency qualifies as a service business and is engaged in the preparation of visual selling aids for distributive businesses. Students with a potential ability in copywriting, production of creative selling ideas, illustrating, or in commercial art would find excellent training opportunities in agencies such as these. Student-trainees should not be placed in such agencies to act as stenographers, receptionists, or routine production workers in an agency engaged in production of structural visual advertising materials.

Bakeries.

A bakery normally performs two functions--production of bakery products and marketing of those products. The production aspect is a trade and is not suitable for distributive education. Marketing of the products would include ordering and receiving of the ingredients, selling, display, advertising, inventory, routing and other marketing activities. However, a person whose career interest is in becoming a manager, owner, sales manager or salesman of bakery products should be enrolled in distributive education. Such a person may well spend a part of his training period in learning about the production aspect.

Banks.

A bank provides business services. It provides good training for a student who wishes to become a banker and must learn something about the various services provided by the bank and the different operations involved. In this kind of placement, the coordinator must be concerned with suitable training plans which will insure the trainee's development. Many jobs in banks which are open to students of high school age are rather limited in scope. Others are stenographic and clerical. Students interested in such positions should be enrolled in the business education courses rather than in distributive education.

Dry cleaning and laundries.

Distributive work involves customer relations at the front office, cashiering, and the handling of credit accounts. Work in pressing operations, alteration, or running cleaning equipment is non-distributive and unsuitable as on-the-job experience for distributive education students. Preparation for management or junior executive work in a large establishment could be excellent with a carefully developed training plan leading to attainment of the trainee's career objective.

Beauty salons.

A person whose career objective is to own or manage a beauty salon or shop might well take distributive education in addition to the technical training given in a private school of cosmetology. It is not appropriate, however, for a student to use the time spent in a beauty school as on-the-job training time for D. E. A beautician is a licensed operator. Specific technical training is required.

Funeral homes.

This is a service business which includes as distributive functions the selling of burial insurance, caskets, and other customer contact jobs, but these are not normally open to students of high school age. Ambulance driving, embalming, and other similar jobs are not distributive in nature. A mortician is a licensed operator. Specific professional training is required.

Insurance offices.

The selling of insurance is a distributive function, but this is rarely open to students of high school age. Most students finding work in insurance offices would be office workers for which business education training would be more suitable. Placement in an insurance agency, therefore, while offering the possibility of good financial reward, should be studied very carefully by the coordinator.

Manufacturing plants.

There are many jobs in manufacturing which are distributive in nature and persons engaged in these jobs need the training received from distributive education. Some of these occupations would be in receiving and shipping, routing, sales, advertising, personnel, canvassing, purchasing, demonstrating, and company stores.

Radio and TV stations.

Distributive functions include the selling of advertising, writing commercials, spot announcements, and similar selling functions. Other jobs which are not distributive in nature may be that of a technician, office worker, or other phases of the operation.

Retail credit associations.

Customers of the retail credit associations are businessmen. Work with these customers is distributive in nature and is appropriate when good job experiences are planned. These experiences should include securing credit information, issuing credit reports, selling services of the credit bureau, talking to consumers regarding their credit status and similar work. Students interested in stenographic or secretarial careers should be enrolled in Cooperative Office Education.

Real estate offices.

This field of work offers good career opportunities. Students of high school age will not be able to sell real estate. Therefore, considerable thought should be devoted to a training plan which would orient students to the real estate field. If clerical work is involved, the student should also have business education courses.

Service stations.

Valid training exists in service stations which handle complete lines such as tires, batteries, and accessories in addition to gasoline and oil. Good opportunities for promotion exist in many stations when the management is sincerely interested in training young people. Work which is limited entirely to menial jobs such as the wash rack or grease rack would not be suitable and should not be approved. Working hours have been excessive in many instances; therefore, an understanding with management should be achieved before placement is made. A student whose career objective is to become an auto mechanic and is under the supervision of a trained mechanic for on-the-job training should be enrolled in the Cooperative Technical and Industrial Training program.

Theaters.

Distributive functions in this business include cashiering, ushering, advertising, ordering and booking, concession operation, and other phases of theater management. Normally, little opportunity is available for students. They are usually limited to selling tickets or selling in the concession stand. These jobs are sharply limited in training opportunities. The projectionist is engaged in a trade for which distributive training is not suitable. Before a student is placed for training in a theater, the coordinator should assure himself that the manager understands the purpose of the program and develops a training plan which provides training in all of the distributive functions and which contributes to the attainment of the student's career objective.

Self-employed students.

In some instances students of high school age have established and are operating small businesses which are limited or lacking in supervision but training offered through

distributive education would be quite suitable and helpful to these individuals. This does offer excellent training in entrepreneurship. When approving such training the coordinator must expect to spend more than the usual time in supervision.

3. Specific examples of generally unacceptable training stations.

When work experience is limited to any single routine phase of a job and when the student trainee will not be given training in the total operation of the job classification, such employment should not be considered suitable for training. To qualify for training, the student's on-the-job training should allow him sufficient experience to gain a wide knowledge and skill in the total job and to enable him to enter full-time employment. Coordinators, therefore, should examine such situations carefully to ensure that good on-the-job experience through the acceptance of responsibilities and making decisions on the part of the student will justify school recognition and credit.

Following is a partial list giving examples of occupations or businesses which are not satisfactory as training agencies for distributive education. Either they are not distributive occupations or they fail to meet one of the other criteria.

Lounges
Pool halls
Public libraries
Machinists
Mechanics
Newspaper carriers
Public school offices
Governmental agencies
Secretaries
Stenographers, typists
Nursing
Scout offices
Red Cross
Salvation Army

EVALUATION OF TRAINING STATIONS

Company Name _____

Town _____ Occupation _____

FACTORS	VERY GOOD	POOR	FAIR	GOOD	SUPERIOR
1. Opportunity for permanent employment					
2. Opportunity for advancement					
3. Amount of training available					
4. Regularity of employment					
5. Pay schedule					
6. Interest of Employer in training					
7. Up-to-date facilities and methods					
8. Work conditions					
9. Reputation of firm					
10. Attitude of Fellow employees					
11. Willingness of training sponsor to assist in student evaluation, etc.					

REMARKS: _____

_____

_____ _____

Chairman of Advisory Committee Instructor

(Copy to be attached to each Training Plan.)

(SAMPLE)

LETTER TO COOPERATING MERCHANTS
MARKETING AND DISTRIBUTIVE EDUCATION, _____ HIGH SCHOOL

_____, 19___

Dear Sir:

I wish to extend to you our thanks for the fine work experience your organization has given the following member or members of the Cooperative Retail Selling Class of _____ High School:

_____

Your excellent cooperation makes it possible for these students to enjoy the advantages of a very practical school-work experience type of program. Such experience will enable these students to smooth out the difficult path of adjustment from the theoretical classroom to the practical working world.

It may be of interest to you to learn that this group of ____ seniors, during the first half year of their training just ended, worked a total of _____hours and earned wages totaling more than $_____. During this same period each member of the class received _____ hours of related class instruction in distribution.

The rating sheets which you returned have been carefully analyzed and discussed with the class. It is our intent to work with these students so that they may improve the qualities which they seem to be lacking.

You are cordially invited to visit with us and observe the work of the group.

Your continued cooperation will be sincerely appreciated.

_____
Coordinator
Distributive Education

Approved by:

_____
Principal

DISTRIBUTIVE EDUCATION WORK RECORD

Distributive Education, _____ High School

Student's Name _____

Address _____

Phone _____ Homeroom Teacher and No. _____

Age _____ Height _____ Weight _____

Foreign Language, if any _____

WORK RECORD

Store	Type of Work	Length of Time	Rate Per Hour

CLASS SCHEDULE

	1st Semester				2nd Semester		
	Subject	Teacher	Homeroom		Subject	Teacher	Homeroom
1							
2							
3							
4							
5							
6							

I. Placement.

1. Coordinator's responsibilities:
   a. Locate and approve training stations.
   b. Discuss Distributive Education with employers.
   c. Recommend training stations to students.
   d. Familiarize students with training stations.
   e. Prepare students for interviews.

2. Placing the student:
   a. Time
      1) Spring or summer.
      2) Any time a student is unemployed.
   b. Procedure:
      1) Set up interviews for students.
      2) Give the student introduction cards.
      3) If a student already has a suitable job or he acquires a suitable job on his own, discuss program and student's employment with employer before giving final approval as a training station.
      4) If the student seeks employment on his own, the coordinator should:
         a) give student a list of possible training establishments;
         b) advise the student on proper attitude to the job interview;
         c) require written reports on each job application.
      5) Follow up all student applications. If student is not hired, the coordinator should find out why.

MARKETING AND DISTRIBUTIVE EDUCATION DEPARTMENT

_____ High School

INTRODUCTION CARD

_____
Date

To the prospective employer_____

Firm name_____

This will introduce_____ of the Cooperative Distributive Education Program at_____ High School, who is interested in obtaining part-time employment for at least _____hours per week to supplement the training in distribution received at school.

_____
Teacher-Coordinator

Accepted_____

Not Accepted_____

Comments:_____

_____

_____

_____ HIGH SCHOOL

DISTRIBUTIVE EDUCATION ACTIVITY SHEET

(Must be filled out before leaving school when not on job.)

Name_____

Day_____ Date_____

Training Station_____

Reason for not working_____

Activity for afternoon_____

_____

++

DISTRIBUTIVE EDUCATION
IDENTIFICATION CARD

_____ High School

_____ is enrolled in Distributive Education. He has permission to leave school at

_____.

Signed_____
Principal

III.I.3

J. Coordination.

Coordination refers to those activities which result in class instruction pertinent to the job activities of the student. Effective coordination is essential to the success of the distributive education program. Teachers visit students on the job in order to gain information which enables them to correlate instruction with each student's work experience. This is accomplished through observation of the student at work, and conferences with employers, managers, superintendents, buyers, and heads of businesses. Effective coordination results in satisfactory relationships among the employer, the school, and the student-trainee.

Frequency of coordination visits:

A regular plan of visitation should be worked out. Coordination visits should be made to each training station at least once each grading period. Most coordinators try to visit every student once every two weeks.

Factors which determine when to visit:

1. Number of students
2. Location and type of training station
3. Season of the year
4. Student-trainee's individual problems.

Helpful suggestions for coordination:

1. Avoid visits during rush hours, weekends and sales periods.
2. Use a planned schedule so that your visits will not be too many or too few.
3. Be flexible; remember that your training director has business emergencies.
4. Keep your administration informed concerning your coordination activities.

How to accomplish purposeful coordination:

The term "purposeful coordination" covers all activities relating to the adjustment of the student to the job and his progress on the job. Through coordination, you make sure that the student uses on the job the skills he is learning in the classroom. From the job you should secure and use practical problems around which instruction may be built and ways whereby you may help each student do better.

Idle wandering through the store is not desirable. You should be seen in the training establishment only when you have something to do there, some real reason for being there. You must be business-like to command the respect of business people.

Observation:

Observe inconspicuously to find things to commend and things to correct. Do not make corrections on the floor, but arrange to do so in a private conference in school the next day. Visit the student occasionally after he has mastered the initial routine, and you wish to encourage the use of merchandise information or other techniques stressed in class.

Conferences:

Once, or more, each grading period, the coordinator should confer with the immediate supervisor of each student for a purposeful discussion of the training needs of the trainee.

Continue explaining the program and its objectives; get the supervisor to express his ideas as to what can be done to assist the student; use such visits to fill out the rating sheet from which you determine the grade. This type of visit strengthens the feeling of store personnel that they have a definite responsibility in the distributive education program and increases their interest in the individual student.

WRONG: "How is Joan getting along?"

RIGHT: "Miss Smith, I want to get your suggestions about how I can help Joan. We are studying this unit (show it) and I want to find out how Joan applies what we are discussing." (Ask specific questions to bring out specific ways to help the student.)

Go to top management once or twice a year to sell the program and to get a commitment as to the interest in training.

Training materials:

Another of the purposes of coordination visits is to get from the sponsor or employer some training materials useful in the program. A good public relations device is to ask for something--advice, materials, opinions, suggestions--being careful not to run it into the ground. You may get from the employer such things as job breakdowns, bulletins, films, manuals, and many other things which could be valuable to your instructional program. About 80 percent of the magazines useful in your program may be given to you by your training sponsors.

Future placements:

Coordination involves calling on new establishments to secure training opportunities for future placements. Again, call on top management of the training establishments in your program to resell and reaffirm the values of the program.

Employers report:

You should always go in person to gather the rating sheets from the immediate supervisor of each student rather than from the personnel director, or other employee who has little direct contact with the student and his work. You may find situations where you will need to get ratings from several people, but don't ignore the supervisor. Be certain that each supervisor understands he is not giving the actual report card grade. He is giving you information which you will use in determining the actual grade. Sample rating sheets are illustrated at the end of this section.

Promotion of the adult program:

While coordinating the cooperative program, it is often very simple to promote the adult program and to discover training needs for adult employees of the store. You can discuss the things that can be done and explain what is being done.

Record keeping:

This is both a device and a method of coordination. It is useful in evaluation as well as in keeping up with what is going on in the program. A good way to do this is to keep a small, inconspicuous notebook handy on your visits. Under the name of the student, state the job done; the date of the visit; purpose of this visit; what was done; and notes on the follow-up interview with the student. The material can be filed in the student's folder in your office. It may also be useful in justifying the coordination time and in making out your travel expense report.

EMPLOYER RATING SHEET

High School _____ Coordinator's Name _____

Student's Name _____ Training Station _____

Rating Keys: A - Excellent
B - Good
C - Satisfactory
D - Unsatisfactory

		1st 6 wks.	2nd 6 wks.	3rd 6 wks.
APPEARANCE	Compare with standard set by other employees			
ATTENDANCE	Compare actual attendance with hours assigned			
ATTITUDE	Toward the job, supervisors, other employees, customers			
CRITICISM	Accepts constructive criticism readily			
INITIATIVE	Does work without direction and on his own volition			
INSTRUCTIONS	Ability to follow instructions			
PUNCTUALITY	Consider times late. Do not let reasons for tardiness influence grade.			
QUALITY OF WORK	Compare with other employees of equal age, length of service, and hours on the job.			
QUANTITY OF WORK	Compare with other employees of equal age, length of service, and hours on the job.			
RESPONSIBILITY	Readily carries out assigned tasks.			

At present the trainee is being paid $_____ per _____ hour week.

Additional comments or suggestions for improvement _____

_____

_____

_____

1st 6 wks._____

2nd 6 wks._____ _____
Employer Signature

3rd 6 wks._____

INDIVIDUAL STUDENT WORK RECORD

Distributive Education, _____ High School

Store _____

Address _____

Week Ending	Hours Worked	Amt. Sold	Gross Salary	Selling Cost %	Savings	Week Ending	Hours Worked	Amt. Sold	Gross Salary	Selling Cost %	Savings

Total Hours _____ Total Sales $_____ Total Salary $_____

Selling Cost % _____ Savings $_____

K. The Role of the Employer as Instructor.

You should acquaint the employer with the role he is to play as a job-training instructor. There are booklets published which you may want to purchase, or you may prefer to duplicate the following information for the employer-instructor:

First step.

The student should be oriented on the job as quickly as possible. It is to your advantage to assist this young worker to develop into a happy and efficient worker for you.

Remember how you felt when you were new on the job. Approach the student's problems with a sympathetic and understanding attitude.

Such things as the following will help get the student off to a better start and prevent misunderstandings:

1. Introduce him to all employees with an explanation of his status.
2. Give him information about company policies.
3. Tell him whom to see for help.
4. Show him around to get an overall picture of the business.
5. Inform him about hours and wages.
6. Go over his immediate duties.

Teaching a job.

There are many jobs that the student cannot learn without instruction. Experience has shown the old "sink or swim" method is too expensive. These steps in training a worker to do a job have been successful:

Step 1. Prepare the worker:
- Put the learner at ease.
- State specific job.
- Find out what he knows about the job.
- Develop interest in learner's job.
- Place learner in correct position.

Step 2. Present the job:
- Tell - show - demonstrate.
- Present one step at a time--clearly, patiently, and in correct sequence.
- Stress key points.
- Present no more than learner can master.

Step 3. Try out:
- Have learner do the job; correct errors.

Have him repeat and explain steps and key points as he goes.
Question him: Why? What? How?
Continue until you know he knows.

Step 4. Check results:
Put him on his own.
Tell him where to go for help.
Check on understanding and performance.
Correct mistakes; re-teach.
Taper off coaching to normal supervision.

L. Public Relations.

Public relations is that phase of a coordinator's work which creates interest, gains acceptance, and supplies information to individuals and groups in the business, educational, and civic aspects of society. Unfavorable publicity can seriously retard the program. Therefore, a well-planned public relations program is essential to a successful Distributive Education program.

Principles of Public Relations.

1. Get approval of superintendent or publicity director for entire publicity program, or of each publicity item as it is released.

2. Continually give credit, where due, to as many people as possible.

3. Publicize what has been done more than what is being planned.

4. Utilize all types of media available.

Suggested calendar of Public Relations.

September

Speak at faculty meeting.

Talk to enrollees and parents.

Prepare a news article for local papers on the program and placements.

Submit an article to the school newspaper on D. E. activities.

Send releases to The Distributor.

Set up advisory committee meeting. Introduction to members.

October

Talk to P. T. A.

Article in school paper on DECA activities.

Participate in homecoming and fair activities and send articles and pictures to news media.

Article on fund-raising activities in local paper and school paper.

November

Speak to Chamber of Commerce on cooperative and adult programs.

Article in school paper on DECA activities (possibly the Thanksgiving project).

Send article to State Secretary for DECA newsletter.

December

Chapter Christmas party.

Advisory committee meeting on equipment for the classroom.

Newspaper article in local papers on work of advisory committee.

Article in school paper on DECA activities.

January

Window displays in downtown stores.

Newspaper article in local papers, school paper and The Distributor on displays.

Advisory committee meeting.

February

Article in local papers on State Career Development Conference.

Article in school paper on DECA activities.

Radio day.

Open House for faculty, students, and parents.

Articles on Open House for media.

March

State DECA Career Development Conference.

Article in school paper on DECA activities.

Write D.E. section for school annual.

Advisory committee meeting.

Start personal interviews with prospective trainees.

Put up D. E. billboard.

April

Employer Appreciation banquet.

Skit in school assembly program.

Radio broadcast on D. E.

Article in school paper, local papers, and on the radio pertaining to D.E. and the Career Development Conference.

Speak to civic clubs.

Present skit at civic club meetings.

Talk to junior high graduates and hand out survey forms.

May

Students' displays showing projects, workbooks, and manuals.

Articles in local papers publicizing the results of D. E. training, using students' accomplishments.

Article in school paper, local papers, and radio on results of National Career Development Conference.

Distribution of brochures to re-enrollees for next year.

M. Equipment and Supplies.

It is generally accepted that classroom instruction for a distributive education program can be far more effective if a merchandising atmosphere is created. There is difference of opinion as to the extent to which cooperative programs should rely upon model store equipment installations; however, all agree that local conditions and the effective use of equipment for purposes of instruction should determine the kind and amount of equipment necessary. Several suggested arrangements of a classroom are included.

The following list is intended to help the beginning D. E. coordinator in purchasing materials and equipment. The quantities used are based on an enrollment of 18 students, with a minimum of 60 square feet of floor space for each student, with an additional minimum of 300 square feet of storage space. This is only a suggested list. You should expect to obtain most of these items after 3 to 5 years. You may also find this list helpful in keeping your inventory.

Table of Suggested Equipment and Supplies

Equipment

Quantity	Items
10	Trapezoid tables*
1	Teacher's desk, 30 x 60"*
1	Teacher's chair*
4	File cabinets, fully suspension, letter size 4 or 5 drawers
4	Bookcases, with sliding glass doors
2	Open shelving, 30" x 40" x 10"
4	Storage cabinets, 36" x 75" x 15"
2	30-drawer storage cabinets
1	Bulletin board
1	Chalkboard, 4' x 24'
1	Paper cutter, 24" x 24"
1	Cash register, electronic, keyed for several departments
1	Time clock and card racks
1	Mimeograph
1	Shopping cart
1	Tote tray cabinet, 60 trays
3	Wigs for mannequins
	Assorted T stands
1	Camera
1	Dry photocopy machine
1	Typewriter

* May not be purchased with Federal funds.

1	Show card machine, with base table type storage cabinet, showcard holder, assorted type faces and sizes
1	Adding machine
1	Electronic calculator
1	Drum type produce (or meat) scales
1	Price marking machine
	Measuregraph (yard goods measurer)
	Blackout blinds for all windows
1	Telephone
1	Filmstrip projector
1	Record player
2	Tape recorders, cassette type
1	Overhead projector
1	35-mm. slide projector, automatic focus and timer
1	Projection screen
1	Video tape system (camera, monitor, tapes, wheels, tripod, microphone)
1	16-mm. projector
1	Opaque projector
1	Lectern
2	Folding display tables
1	Roller rack with paper rolls
1	Display window (fixed or mobile)
1	Three-way mirror (this may be included in the store unit)
3	Shadow boxes
2	Floor platforms
1	Merchandise island
1	Merchandise counter (this may be included in the store unit)
1	Wrapping counter
1	Store unit
2	Mannequins (adult)
2	Mannequins (juvenile)
2	Suit forms
2	Torso forms (male and female)
2	Assorted display props and peg board accessories
2	Interval timers
1	Stop watch
1	Step ladder, 6' aluminum
2	Carts, audio-visual, 40"
1	Institutional broom and dust pan
1	Cash box
1	Correspondence separator

Supplies

Quantity	Items
18	Texts, generally related
18	Workbooks, directly related
	Assorted individual instructional materials
50	Books, reference (assorted)
4	Dictionaries
5	Books, trade dictionary
5	Books, manufacturer's guides
10	Periodicals (daily, weekly and monthly)
5	Tapes, pre-recorded
10	Filmstrips, with records or cassettes
10	DECA Handbooks
	Miscellaneous DECA supplies
	Miscellaneous seasonal display supplies
25 rolls	Crepe paper streamers
4 lbs.	Glitter
2 qts.	Mannequin cleaner
20 rolls	Drafting tape
3 boxes	Educational toy money
1	Receipt book
	Kraft bags, 20#
	Kraft bags, 16#
	Kraft bags, 12#
1 roll	White (non-treated) butcher paper, 36"
1 case	Cash register tape (customer receipt)
1 case	Cash register tape (detail)
25 rolls	Adding machine tape
25 rolls	Masking tape, 1"
100	Envelopes, plain, 9"
100	Envelopes, plain, 10"
100	Envelopes, manila, 9" x 11½"
500	File folders, triple cut
5	Rags
4	Erasers, chalkboard
4	Erasers, typewriter
12	Erasers, art
10	Felt tip pens, assorted colors
10	Felt tip markers, assorted colors
18	Brushes, lettering
2 gal.	Type cleaner (showcard machine)
2 cans	Hand cleaner
1 btl.	Typewriter cleaner
3 boxes	Chalk, assorted colors
4	Compasses, drawing
5 boxes	Crayons, assorted colors
12 btls.	Glue, white
12 btls.	Rubber cement
1 btl.	Rubber cement thinner
1 btl.	Marking machine ink
4 tubes	Showcard ink

Quantity		Items
8	tubes	Mimeograph ink
10	rolls	Tape for label maker
1		Label maker, 3/8"
1		Heavy duty staple gun
6		Spotlights with color filters (portable, including holders)
2	btls.	Cash register ink
2	btls.	Stamp pad ink
2		Lettering sets (Speedball or equivalent)
1	btl.	Pen cleaner
12	cans	Tempra paint
200	sheets	2-ply inventory index showcard paper (7" x 11" and 11" x 14")
1	box	Carbon paper
12	pkgs.	Construction paper, 12" x 18"
1	case	Paper, mimeograph, 16-lb., 8½" x 11"
1	case	Paper, mimeograph, 20-lb., 8½" x 11"
1	case	Paper, mimeograph, colored, 16-lb., 8½" x 11"
1	roll	Newsprint
2	pads	Tracing paper
6	rolls	Corrugated paper (for display)
4		Typewriter ribbons
4		Adding machine ribbons
2	boxes	Rubber bands
18		Shears, 8"
1000		Index cards, 3" x 5"
1000		Index cards, 4" x 6"
2	boxes	Staples for staple gun
4	boxes	Paper clips
12		Pencils, red
4	sets	Stencils, lettering
6	quires	Stencils, mimeographing
200		Masters, duplicating
2	boxes	Thumb tacks
18		Rulers, 12"
3		Yardsticks
1	set	Overhead transparency materials
50		Overhead transparency frames
25	rolls	35-mm. film for camera (include processing)
1	doz.	Cassette tapes
5	rolls	Senso labels (for marking machines)
2		Hand-held staplers
1		7-hole punch
1		Projector bulb (overhead projector replacement)
1		Projector bulb (film strip projector replacement)
1		Projector bulb (slide film projector replacement)
4		Slide trays
3		Large wastebaskets
18		Clipboards
1		Stanley knife, utility

Quantity	Items
1	Putty knife
1 pair	Pliers, combination
1	Hammer
1 set	Screwdrivers
1	Wood saw
18	Notebook covers
2 btls.	Glass cleaner

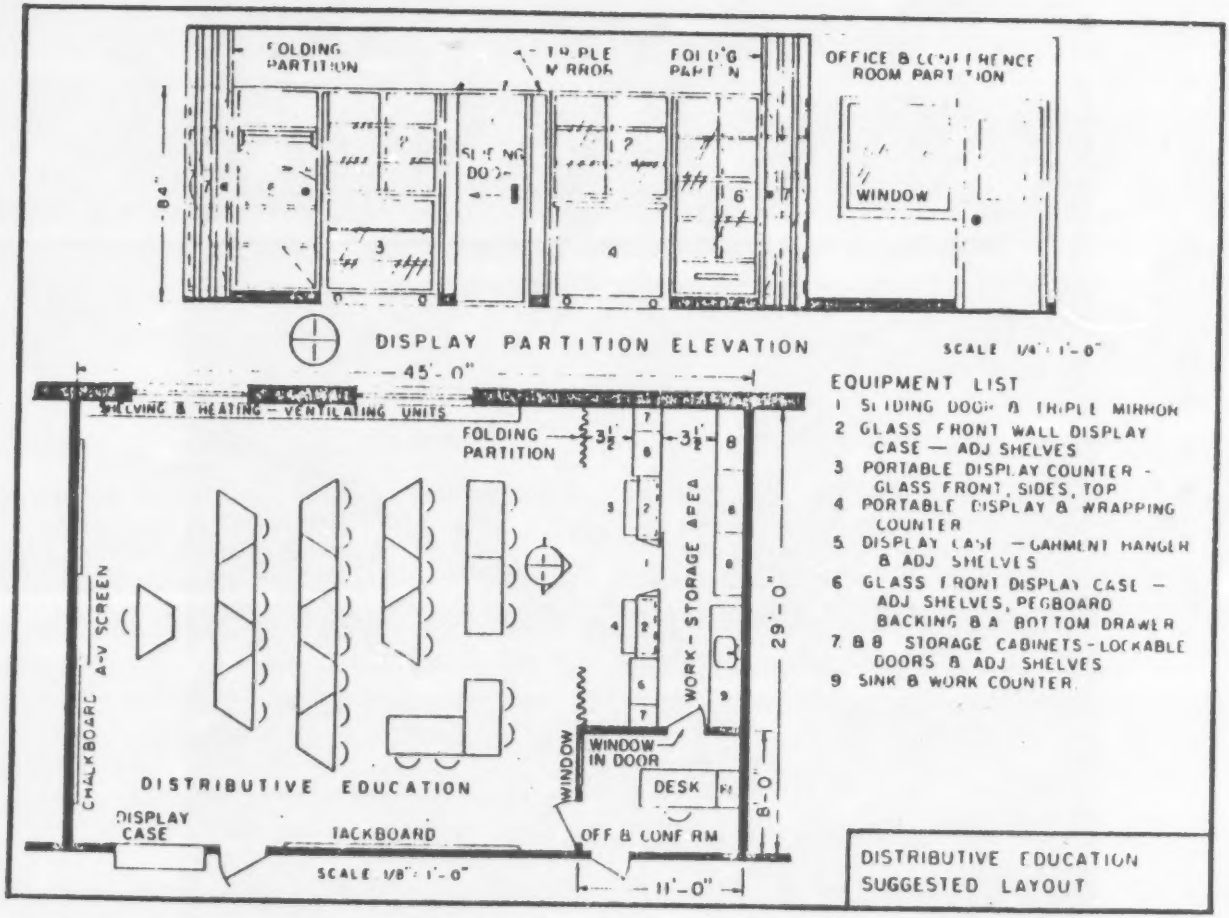


Figure 1: Layout for a high school distributive education department. This single room can be shared with other classes.

N. The Monthly Planning Calendar.

A. When to initiate this form:
The monthly planning calendar should be developed during the summer before a school year begins. Be sure to include the summer months as well as the academic year.

B. How to initiate this form:
After matching dates and days of the planning calendar with a regular yearly calendar, divide each day into specific topics to fulfill your local program needs. Use the system that best fits your individual needs.

C. What to include, or major tasks to be completed:
1. DECA Club activities
2. Adult program activities
3. Advisory Committee activities
4. Regular school meetings, programs, scheduled tests
5. Staff meetings and workshops

D. Distribution of this form:
None. For coordinator's use only.

E. Remarks:
1. Save your old monthly calendars for:
   a. reference,
   b. improving your program next year,
   c. planning the next year,
   d. evidence of your own production and for evaluation of the program,
   e. use as a basis for your annual report.
2. The monthly planning calendar enables you to see your work from a broader scope.
3. You may want to mark weekly or special events in different colors.

MONTHLY PLANNING CALENDAR

Teacher-coordinator

September, 19xx
Month

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	2 school assembly miss 6th & 7th pds.	3 set up school grade book
6 2 p.m. meeting to plan adult classes	7 testing program for all Juniors and Seniors-- classes will not meet for three days	8	9	10 DECA membership committee meeting 7:30 p.m.
13 PTA meeting Introduction of	14 Dept. Chrman. Mtg. 12:30, Room 215	15	16 DECA meeting Breakfast, 7:30 am	17 finish Orientation Unit
20 Advisory Committee meeting--lunch--	21 Guidance Comm. Meeting, 3:30 p.m.	22	23 Explain D.E. to new faculty 2:30 pm	24 first home football game
27	28 Start Adult class	29	30 Adult class	

III.N.2

O. The Advisory Committee.

The need for an advisory committee in Distributive Education programs, large or small, lies in the fact that training high school students in the field of distribution is a joint undertaking shared by educators and distributive businessmen. This program requires the cooperation and understanding of the business community. The Distributive Education Advisory Committee is very important in the functioning of a Distributive Education program in that it can provide:

1. A working relationship between school and business.
2. Community understanding and active support for the program.
3. Recommendations for types of training needed for specific occupations.
4. Promotion for the total program within the community.
5. Location of possible training stations.
6. Opportunities for explaining the program to interested parties.
7. A sounding board for innovations.
8. Material vital to up-dating the curriculum in the classroom.
9. Recommendations for classroom equipment and materials.
10. Continual evaluation of the Distributive Education program.
11. Public relations.
12. Donation of teaching aids.

Composition of the Advisory Committee

The establishment of such an important committee rests solely with the local administration. A first-year teacher-coordinator may find it advisable to postpone the initiation of such a committee until he has been in the community long enough to know which people should be invited to serve. It is recommended that once the names have been secured, they should be submitted to the local supervisor and superintendent. Letters of invitation to serve on the committee should then be sent to the prospective committee members from the School Board office. A sample letter is illustrated in this section of the handbook.

The advisory committee should represent a cross-section of distributive businesses in the community. The number of committee members will vary but usually the group will range from five to eight. Consider for membership business people who have the experience and the available time to participate.

Some groups from which to seek members are: real estate, insurance, Chamber of Commerce, retail merchants' association, sales and marketing executives, department

stores, chain stores, found industry, service businesses, specialty stores, local business and civic groups. The school superintendent or a representative from the school should be included as a member of the committee.

Rotation of members should be planned in advance to allow for new ideas each year as well as to provide a means for replacing non-participating committee members.

Once the committee members are selected and letters have been sent requesting their participation, the teacher-coordinator should follow through with a personal visit to explain the purpose and importance of the committee and to remind the members of the first meeting.

The Advisory Committee will be most effective when:

1. The reason for organizing the committee is well understood by its members and by school officials. The committee is to serve in an advisory, not administrative, capacity; but should be assured that their recommendations will receive serious consideration.

2. The committee has been given clearly defined functions and understands what is needed.

3. The committee is competent to perform.

4. The committee is desired by the school administration and the staff is willing to give time, energy, and support towards its success.

Meetings

A minimum of two regularly scheduled meetings per year is suggested. The number of meetings will be decided by the individual situation. Be sure that there is something for the committee to do when they meet.

Schedule meetings as far in advance as possible and follow up with a reminder card. It is advisable also to call the committee members the day before the meeting.

After the first meeting, the committee will want to set a meeting time and place which is convenient to them.

The first meeting is important because it sets the stage for future meetings. An effective relationship must be established at the beginning in order to maintain continued cooperation. To assure proper orientation for committee members, a suggested agenda follows.

Advisory Committee agenda:

1. Welcome, and remarks by school administrator.
2. Introduction and biographic material on each member.
3. A statement of the role of the committee and how it it is expected to be of assistance to the school and to the Distributive Education program.
4. A brief sketch of the history of the school.
5. The nature and objective of Distributive Education, the philosophy and general operating policies.
6. A brief outline of opportunities or questions confronting the program.
7. Plans for expansion of the program.
8. Election of chairman and secretary.
9. Outline of activities.
10. Adjournment.

Minutes of the meeting should be prepared by the secretary and mailed to each committee member.

How to get the most from your Advisory Committee:

Committee members need to feel a responsibility toward the Distributive Education program. Do not use the group as a front or as a rubber stamp for pre-determined administrative policies. Consult the members, for they have the practical experience necessary to offer sound advice. Let the members know that their advice is needed and respected and they they make a genuine, constructive contribution toward the success of the program. If you give members periodic reports of progress resulting from committee action, they will soon develop a sense of pride in the achievements of the program and will be eager to expand its activities and add to its reputation.

Invite committee members to visit the school frequently and observe the program in action or participate in the activities. Utilize committee members as speakers and resource people. Keep the committee fully informed as to the progress of the program and whether or not the objectives of the program are being met.

SAMPLE SUPERINTENDENT'S LETTER

TO ADVISORY COMMITTEE MEMBERS

(Letter of Appointment)

Date

Inside Address

x
x
x

Dear_____,

The Distributive Education Program at (name) High School is beginning its (number) year of operation. We in (name) Parish are extremely proud of this program because of the outstanding contributions it has made to our community, our school, and above all, to our students.

Recognizing your interest in this program, may I have the pleasure of appointing you to the DE Advisory Committee? This Committee is comprised of (number) local leaders from distributive businesses, two school administrators, and the local Distributive Education Coordinator, (name).

The purpose of this Committee is to . . . . .

(Give explanation of type and purpose for calling meeting.)

Your term of appointment will become effective (date) and will expire (date). Please advise me if you are willing to accept appointment to this committee. Our next meeting will be (date and time) in the board room of the (address).

Should you have a question concerning the duties of this Advisory Committee, please telephone (Coordinator's name) at (phone).

Sincerely yours,

Superintendent of Schools

cc: (Coordinator's name)
(Principal's name)

P. Labor Laws.

Cooperative vocational education programs must be operated in conformity with Federal, State, and local laws and regulations. Teacher-coordinators must thoroughly understand all laws and regulations that pertain to the employment of minors. They should know the source of information on all legal matters and should maintain a complete file of publications that include these laws and their interpretations.

Teacher-coordinators should be aware of the procedures and requirements that apply to cooperative vocational education programs supported with Federal funds under the provisions of the Vocational Education Amendments of 1968, "Part C - Cooperative Vocational Education." The conditions under which local school districts may secure financial support are discussed in the Louisiana State Plan for Vocational Education.

Federal and State laws pertinent to cooperative vocational education are complex in nature. They govern age requirements, work permits, and permits to employ, minimum wage laws, regulations governing hours of work, compulsory school attendance, working conditions, and social security. Three Federal statutes--the Walsh-Healey Public Contracts Act, the Fair Labor Standards Act, and the Sugar Act of 1948--are designed to protect working minors wherever both State and Federal laws apply to the employment--the law setting the higher standard must be observed. In addition to possessing complete and current information on legal matters, the teacher-coordinator should assume the responsibility for passing along such information to employers, making certain that they have the information needed for an understanding of their legal obligations toward their employees.

More complete information concerning such laws and regulations appear in the following reference:

> Child-Labor Provisions of the Fair Labor Standards Act. Questions and answers on child labor, information about age certificates, and analysis of hazardous occupations orders.

Cooperative vocational education teacher-coordinators should maintain contact with local or area representatives of the Department of Labor. When questions arise concerning Federal labor regulation, school authorities should seek the advice of the representative of the nearest U. S. Department of Labor office.

Inquiries about the Fair Labor Standards Act and other legislation will be answered by mail, telephone, or personal

interview at any regional or field office of the Wage and Hour and Public Contracts Division of the U. S. Department of Labor:

Regional Director
34 D Mayflower Building
411 North Akard St.
Dallas, TX 75201

Labor Department
Office of Deputy Commissioner of Labor
325 Loyola Avenue
New Orleans, LA 70112

Some legal aspects of the Distributive Education program

1. Minimum age.

A student-learner must be at least 16 years of age in order to participate in the program.

2. Social Security.

A student-learner will be subject to Social Security withholdings. Therefore, the student should secure a Social Security number well in advance of employment. It is recommended that coordinators check this very carefully when screening students in their junior year. Each student should be required to obtain an application for a Social Security card, fill out the card properly, and return to:

Social Security Administration
District Office
350 North Donmoor Avenue
Baton Rouge, LA 70821

Obtaining the Social Security card will assure smoother operation when the student actually begins on-the-job training.

3. Federal regulations.

a. Minimum Wage--A student employed in a business which is regulated by the Fair Labor Standards Act must be paid the minimum legal wage. However, if the employer files for and receives a certificate to employ a student-learner, the

student may be paid 75 percent of the minimum wage. Form WH-205 is used to file for this certificate. Maximum learner period must be observed as described below.

b. Maximum Hours--If a student employed in a business covered by the Fair Labor Standards Act is paid sub-minimum wages (not less than 75 percent of minimum wage), the length of the learner period cannot exceed the length of one school term, nor can it be extended beyond the date of graduation. The number of hours of work plus classroom instruction shall not exceed 40 hours in a week when the student is paid sub-minimum wages. However, when school is not in session, the student-learner may work a number of hours in addition to the weekly hours of employment training specified in the certificate, provided that the total hours on any such day shall not exceed eight, nor shall the total hours per week exceed forty. A notation must be made on the employee's records that school was not in session during this period. In order to work 40 hours per week during vacation periods, this must be written on the application at the time of filing.

Some important points to remember concerning student-learner certificates are:

1) No certificates are issued retroactively. The certificate authorizing the employment of a student-learner at less than statutory minimum wage is effective from the date that such application is postmarked and sent to the Wage and Hour Division.

2) The training program must be a bona fide vocational training program.

3) Student-learner employees shall not displace a regular employee.

4) The sub-minimum wages shall not depress wage rates established for other experienced workers.

5) Adequate employment records must be kept (see discussion below).

6) It is recommended that student-learners be placed on a progressive wage scale.

4. Employment records to be kept.

Section 520.7 of Title 29, of the Code of Federal Regulations states that:

"In addition to any other records required under the recordkeeping regulations, the employer shall keep the following records specifically relating to student-learners employed at sub-minimum wage rates:

a. Any worker employed as a student-learner shall be identified as such on the payroll records, with student-learner's occupation and rate of pay being shown.

b. The employer's copy of the application which is serving as a temporary authorization under Section 520.6 (c) (2), must be available at all times for inspection for a period of three years from the last date of employment of the student-learner.

c. Notations should be made in the employer's records when additional hours are worked by reason of school not being in session as provided in sections 520.6 (d) (2) and (3)."

5. Sources of information.

a. The United States Department of Labor issues a publication entitled Employment of Student-Learners, Title 29, Part 520, which gives all rules concerning the student-learner. This pamphlet may be obtained by writing the:

United States Department of Labor
Wage and Hour and Public Contracts Div.
325 Loyola Avenue
New Orleans, LA 70112

b. The form that authorizes the pay at sub-minimum wage to a student-learner must be mailed for approval to:

Regional Director
34D Mayflower Building
411 North Akard St.
Dallas, TX 75201

6. Louisiana regulations.

All minors between 16 and 18 years of age, employed in an gainful occupation, are required to have a work permit. Minors 16 years of age or over need only present a promise of employment and a birth certificate to obtain the permit.

7. Information for obtaining a work permit.

a. Work permits are issued by the parish Superintendent of Education where the minor resides, or by some person authorized by the Superintendent in writing.

b. Forms are prepared and furnished by:

Labor Department
Office of Deputy Commissioner of Labor
325 Loyola Avenue
New Orleans, LA 70112

c. The minor must appear in person before the Issuing Officer to obtain a work permit.

8. Applying for a work permit.

One copy of the Application for Employment Certificate will be completed when minor applies for a work permit and kept in Issuing Officer's files. A new one is required for each change in job and place of employment. A form is mailed to the employer by the Issuing Officer to inform the employer that the work permit has been issued.

a. Intention to Employ--Minor will have this section completed and signed first. The extra line under the hours section is for reporting variations in scheduled hours of employment.

b. Parent's Consent--After Intention to Employ has been completed, minor will have parent or guardian complete this section.

c. School Record--Student trainee will ask the principal or teacher-coordinator to complete this section. No trainee is required to have a physical examination if the trainee works in an office and is enrolled in a Vocational Office Training Program. Students enrolled in other vocational programs may be required to apply for a health certificate or to take a physical examination.

d. Proof of Age--The birth certificate is used for proof of age to obtain the work permit. If the student does not have a birth certificate, the Issuing Officer may accept a baptismal record that shows minor's date of birth and place of baptism; a bona fide family Bible record of the date and place of minor's birth; documentary evidence approved by the State Commissioner of Labor such as a passport or a life insurance policy at least one year old.

Form Approved:
Budget Bureau No. 44-R0308

LEAVE THIS SPACE BLANK

U.S. DEPARTMENT OF LABOR
WAGE AND HOUR AND PUBLIC CONTRACTS DIVISIONS

1931 Ninth Avenue South
Birmingham, Alabama 35205

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under section 6 of the Fair Labor Standards Act or at wages below the applicable Walsh-Healey Public Contracts Act or McNamara-O'Hara Service Contract Act wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized representative, provided the conditions specified in section 520.6(c)(2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PRINT OR TYPE ALL ANSWERS. PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION:	3A. NAME AND ADDRESS OF STUDENT-LEARNER: B: DATE OF BIRTH: *(Month, day, year)*
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED:	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED:

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*		17. TITLE OF STUDENT-LEARNER OCCUPATION:	
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*		18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	
7. PROPOSED GRADUATION DATE *(Month, day, year)*		19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	
8. NUMBER OF WEEKS IN SCHOOL YEAR		20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK		21. SPECIAL MINIMUM WAGE(s) TO BE PAID STUDENT-LEARNER *(If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid)*:	
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING			
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)*?			
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SPECIAL MINIMUM WAGES			
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK			
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?		22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions)*	
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?			
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:		23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE MC NAMARA-O'HARA SERVICE CONTRACT ACT?	

ATTACH SEPARATE PAGES IF NECESSARY

Form WH-205 (Rev. 4/68)

Q. Grades and Credits.

Preparatory Distributive Education I is a one-credit, one-year course which is designed to prepare students for the cooperative program and/or entry into the world of work. It is a suggested prerequisite to Cooperative Distributive Education.

Cooperative Distributive Education is a program which requires one regular period per day of related instruction, five days per week, and an average minimum of 15 hours per week of job training for 36 weeks for three units of credit each year when both phases of the program have been successfully completed.

Types of Distributive Education programs:

1. Secondary
   a. Preparatory, I and II (General or specialized)
   b. Cooperative, I and II (General or specialized)

2. Post-secondary
   a. Preparatory
   b. Cooperative
      1) General
      2) Specialized

3. Adult
   a. Preparatory
   b. Supplementary

4. Special programs for the disadvantaged.

R. The Training Memorandum.

Every student employed in a cooperative Distributive Education program must have on file in the office of the teacher-coordinator a copy of the official Cooperative Part-Time Training Memorandum which is illustrated in this section.

Stated on the face of the memorandum is the fact that each student must have an individually tailored work-study program written on the back of the memorandum form which must, in turn, be signed by the employer or his appointee who will serve as the Training Station Sponsor; a parent or guardian; the teacher-coordinator; and finally, by the student-trainee. The student must also have a copy of this program.

Some typical programs are illustrated here.

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
BATON ROUGE, LOUISIANA

Co-operative Part-Time Training Memorandum

PROGRAM_____

Employer	Student	Sex	Age	Birthdate

Local Public Schools	Social Security No.	Occupational Objective	O. E. Code

Beginning Salary ___ Hour ___ Week

Length of Training Period	Work Permit No.	Year in Vocational Cooperative Program

This memorandum of training between the above-named student and employer will serve as a plan for training under the co-operative part-time arrangement, and will outline the conditions under which effective training, of great value to both employers and students, may be carried on. It will be considered complete when the employer and teacher-coordinator have outlined on the back the on-the-job training and the related instruction which will be followed by the student-trainee.

EMPLOYER

1. The employer shall have final selection of those students who are found qualified for work in the occupation.
2. The employer agrees to offer the student the greatest possible variety of job experiences within the student's individual capabilities to enable him/her to prepare as completely as possible for the occupation for which the training outline prescribes.
3. The training station sponsor will assist the teacher-coordinator by giving pertinent information which will assure the successful progress of the student-trainee.
4. The schedule of compensation shall be mutually agreed upon by the training station and the trainee.
5. An experienced employee shall be assigned to assist in training the student-learner.

STUDENT

1. The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations as apply to regular employees, and his/her employment may be terminated for the same reasons as other employees.
2. The student shall attend school half of each day, including a one hour related class and work in the establishment providing job training experience an average minimum of 15 hours during the school week.
3. Employment shall not be terminated by the trainee without the coordinator's approval.

PARENTS

1. The parents are asked to provide co-operation and encouragement to the student as he pursues his training program.
2. The parents (or guardian) will be responsible for the personal conduct of the student-trainee while participating in the cooperative part-time program.
3. The parents (or guardian) will assume full responsibility for any action or happenings pertaining to the student-trainee from the time he leaves school until he reports to his or her training station.
4. The parents (or guardian) and student trainee understand that the cooperative part-time program is organized and maintained primarily for high school students, (Juniors and Seniors 16 years of age or over) to secure training that will better fit them as potential full-time employees in an occupation

COORDINATOR

1. The teacher-coordinator will provide instruction related to the work of the students and will correlate the classroom activities with the on-the-job training.
2. The teacher-coordinator and training station sponsor will work closely together on all problems concerning the mutual welfare of all parties concerned and especially for the successful progress of the student-trainee.
3. The teacher-coordinator will at regular intervals observe the student-trainee while on the job, and check with the training sponsor in order to assure successful occupational progress.
4. The teacher-coordinator shall evaluate the student's related class work and the employer's progress report to determine the student's grade.

GENERAL

1. It is understood that the employment of this student will be in accordance with all state and federal labor laws.
2. The employment of a regular employee shall not be terminated to create a position for the training of a student.
3. The trainee is selected without discrimination.
4. The trainee will be given instructions in safety procedures and use of equipment.

THIS TRAINING PLAN IS NOT COMPLETE WITHOUT A TRAINING OUTLINE (Over)

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this training memorandum.

Date

By:_____
Training Station Sponsor

_____
Teacher-Coordinator

_____
Address & Telephone

_____
Student-Trainee

_____
Parent or Guardian

_____
Address & Telephone

Outline of On-the-Job Training	Outline of Related Assignments

DEPARTMENT STORE FLOATER TRAINEE

Outline of On-the-Job Training	Related Assignments
Orientation	**Orientation**
Job Application	Job Application
Interview	Interview
Basic Store Operation and Layout	Merchandising Mathematics
	Labor Laws
	Social Security; Income Tax
	Employee Compensation
Operations	**Operations**
Cashiering	Cashiering
Credit System; Procedures	Retail Credit System: Mastercard and VISA
Shrinkage Control	Shrinkage Control
Inventory Procedures	Inventory Procedures
Check Cashing Policies and Procedures	Check Cashing
Store Maintenance	Store Maintenance
Stockkeeping	Stockkeeping
Marking and Pricing	Marking and Pricing
Ordering, Shipping and Receiving	Mark-up; Mark-down
	Ordering, Shipping, Receiving
Selling	**Selling**
Directing Customers	Suggestive Selling
Handling Complaints	Overcoming Objections
Lay-away	Other Selling Fundamentals
Gift Wrapping	Gift Wrapping
Selling Fundamentals	Merchandise Information
Sales Ticket Preparation	
Merchandise Information	
Human Relations	**Human Relations**
Getting along with co-workers and employers	Employer-employee relations
Handling difficult customers	Communication Skills
Advertising and Display	**Advertising and Display**
Reading and clipping store ads	Newspaper, Radio, and TV Advertising
Seasonal Sales Promotions	Seasonal Sales Promotions
Window and Interior Display	Window and Interior Display
Miscellaneous	**Miscellaneous**
Free Enterprise System	Personal Money Management
	Free Enterprise System

VARIETY STORE FABRIC SALES TRAINEE

Outline of On-the-Job Training	Related Assignments
Job Application; Interview	Job Application; Interview
Basic Store Operations:	Cashiering
Register Procedure	Merchandising Mathematics
Basic Operation	Human Relations
Store Policies	Personal Development
Short-and-Long Procedures	Employee Compensation
Refunds and Overages	Personal Income Tax
Check Cashing Procedures	Social Security
Store Charge System	Labor Laws
Employee Charges	Communication Skills
Customer Charges	
Institutional Charges	
Basic Merchandising of Fabrics:	Textiles
Cutting Fabrics	Merchandise Information
Color Coordination	Color, Line, and Design
Textures	Salesmanship
Care Labels	Display
Seasonal Uses	Advertising
Fashion Design	Fashion Design
Seasonal Sales Promotions	
Inventory Procedures:	Inventory Procedure
Counting Merchandise	Stocking
Computer Set Up	Ordering
Computer Ordering System	Department Maintenance
Department Maintenance	
Pattern Inventory	
Shrinkage Control:	Shrinkage Control:
Shop Lifting Prevention	Shop Lifting Prevention
Employee Theft Control	Employee Theft Control
Paper Shrinkage	Paper Shrinkage

FLORISTRY SALES TRAINEE

Outline of On-the-Job Training	Related Assignments
Job Application; Interview	Orientation
Basic Store Operations:	Job Application; Interview
Register Procedure	Cashiering
Basic Operation	Making Change
Balancing	Sales Tax
Refunds and Overages	Touch System
Check Cashing Procedures	Business Mathematics
Store Charge System	Credit Policies
FTD	Mastercard, VISA
Customer Charges	Employee Compensation
Employee Charges	Personal Income Tax
	Social Security
	Labor Laws
	Communication Skills
Other Store Operations:	Inventory Procedure
Cutting flowers when shipments arrive	Shop Maintenance
Watering plants	Ordering
Setting up for weddings	Shipping and Receiving
FTD	Telephone Techniques
Taking telephone orders	
Shipping and receiving	
Marking and pricing	
Floral Design	Floral Design
Arranging flowers	Color, Line, and Design
Making corsages	
Making boutonnieres	
Selling	Selling
Handling objections	Human Relations
Suggestive Selling	Display
Display and Advertising	Advertising
Shrinkage Control	Shrinkage Control
Shop Lifting Prevention	Shop Lifting Prevention
Employee Theft Control	Employee Theft Control
Paper Shrinkage	Paper Shrinkage

FOOD STORE CASHIER AND STOCKER TRAINEE

Outline of On-the-Job Training	Related Assignments
Job Application; Interview	Orientation
Cashiering:	Job application and interview
Getting register ready	Employee Compensation
Operating cash register	Labor Laws and Income Tax
Balancing	Making change
Multiple pricing	Sales tax
Percentages	Touch system
Inventory; figuring taxes	Business Mathematics:
Keeping records for business	Addition, subtraction
Clipping store ads	Multiplication, division
Handling coupons, stamps, and premiums	Multiple pricing
	Record keeping
Marking merchandise	Preparing newspaper ads
Receiving merchandise	Stockkeeping:
Inventory control	Inventory control
Bagging groceries	Marking merchandise
Shrinkage control	Shrinkage control
Store maintenance	Store maintenance
Directing customers	Human Relations:
Handling customer complaints	Handling customer complaints
Handling different types of customers	Handling different types of customers
Return of merchandise by customer	Communication skills

FAST FOOD SERVICE TRAINEE

Outline of On-the-Job Training	Related Assignments
Job Application; Interview	Orientation Job Application; Interview Labor Laws
Customer Relations: Taking orders Attitude toward customers Handling customer complaints Getting along with co-workers	Human Relations in Marketing Getting along with co-workers Handling complaints
Cash Register: Proper use of register Making change Overages and refunds	Merchandising Mathematics: Making change Sales tax
General Duties: Learn prices of all products Cleanliness of plant Basic food preparation Shrinkage control Filling out time cards	Operations: Food Preparation for Hotels, Restaurants, and Cafeterias Ordering Store maintenance Shrinkage control
	Managing Money: Opening a checking account Making deposits Writing checks Reconciling bank statements Income tax procedure Social Security

VARIETY STORE FLOATER TRAINEE

Outline of On-the-Job Training	Related Assignments
	Orientation
Job Interview	Job Application; Interview
Waiting on customers Operating cash register Watching for shop lifters Employee theft Store charge system Merchandise information: soft and hard lines	Selling Merchandising Mathematics Human Relations
Inside display Window display	Display Principles and Management
Receiving and checking freight Preparing layaways Keeping stockroom clean and in order	Stockkeeping Inventory control Store maintenance Shipping and Receiving
Filling out time cards	Managing Money: Budgets Opening a checking account Making deposits Writing checks Reconciling bank statements Income tax procedures Social Security

SERVICE STATION ATTENDANT TRAINEE

Outline of On-the-Job Training	Related Assignments
Orientation	Job application; interview
Job Application	Merchandising Mathematics
Interview	Labor Laws
	Personal Income Tax
	Social Security
	Employee Compensation
Station Operation:	Basic Salesmanship
Island service: check hood, pump gas, etc.	Human Relations
Cashiering	Cashiering
Credit cards and check cashing procedures	Credit cards; check cashing
Rack service: change oil, grease, fix flats, etc.	Safety
Station maintenance	Station maintenance
Ordering, shipping, receiving	Inventory control
Other:	
Shrinkage control	Shrinkage control
Record keeping	Record keeping
Employer-employee relations	Employer-employee relations
Free Enterprise System	Free Enterprise System

U. S. OFFICE OF EDUCATION
INSTRUCTIONAL PROGRAM CLASSIFICATION
FOR
DISTRIBUTIVE EDUCATION
(MARKETING, MERCHANDISING, AND MANAGEMENT)

-Revised 1979-

This coding system supersedes all others.

04.0100 Advertising Services

Organized subject matter and learning experiences related to planning, development, placement, and evalaution tasks performed by distributive employees and management personnel in demand creation and sales promotion activities utilizing displays, merchandising aids, and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments, and production industries.

04.0200 Apparel and Accessories

Organized subject matter and learning experiences related to the variety of sales, fashion coordination, and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment.

04.0300 Automotive

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing, or caring of cars and trucks, and in selling automotive parts, accessories, and equipment.

04.0400 Finance and Credit

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

04.0500 Floristry

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged in selling floral arrangements, cut flowers, growing plants, artificial plants, and related items for ornamental use.

04.0600 Food Distribution

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale.

04.0700 Food Services

Organized subject matter and learning experiences related to the sale and sales-supporting tasks performed by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their own premises or at place designated by the customer.

04.0800 General Merchandise

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses.

04.0900 Hardware, Building Materials, Farm and Garden Supplies and Equipment

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials, supplies and equipment for home construction, or farm and garden supplies and equipment.

04.1000 Home Furnishings

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of home items.

04.1100 Hotel and Lodging

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging and meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to an organization's membership.

04.1200 Industrial Marketing

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations.

04.1300 Insurance

Organized subject matter and learning experiences related to the task performed by sales and management personnel for insurance carriers of all types, or by agents or placement of insurance contracts with carriers.

04.1400 International Trade

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in a variety of business establishments concerned with export sales, trade controls, foreign operations, attitudes, monetary problems, and other elements in international marketing.

04.1500 Personal Services

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services. Generally, these services are concerned with personal improvement and the care of a person

or his apparel. Included in this category are laundries and dry cleaning establishments, shoe repair shops, funeral homes, photographic studios, and dance or art studios.

04.1600 Petroleum

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management peronnel in retail or wholesale establishments engaged in the distribution of petroleum products.

04.1700 Real Estate

Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

04.1800 Recreation and Tourism

Organized subject matter and learning experiences related to the variety of sales, counseling, and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program is also designed for employees and management personnel engaged in other travel serving businesses who assume responsibilities for stimulating the local economy through tourism.

04.1900 Transportation

Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

POSSIBLE ON-THE-JOB ACTIVITIES FOR D. E. STUDENTS

The on-the-job activities listed below were developed as suggestions for training sponsors by coordinators but may also be helpful in writing training memoranda. The experiences acquired by the participants are designed to increase the value and productivity of student-trainees in various types of retail and service establishments.

The D. E. Unit	Application at Training Station
Advertising	Posting store ads Runner to media Proofreading ads Analyzing pulling power of ads Checking competitors' ads Selecting merchandise to be advertised Checking stock of merchandise to be advertised Filing mats, cuts, photos, etc. Operating P.A. system or sound system Postal card follow-up with customers Operating sign machine Keeping records on employee contests Keying merchandise display to national advertising Maintaining direct mail lists Recording vital statistics for store use Preparing ads Handling premiums, gifts, stamps, etc. Clipping store ads
Mathematics of Distribution	Sales tally--personal and departmental Getting cash for register Balancing register Cashiering Handling employee discounts Figuring mark-up and mark-down Totaling inventories Figuring selling costs Figuring average sales Using scales--merchandise, postal Figuring shipping and delivery costs Handling credit sales and contracts Billing Use of pricing catalog Making up bank deposits Making up wage envelopes Figuring turnover Completing order forms

	Discounting inventories
	Tallying taxes collected
	Figuring yardage and weights
Display	Maintaining departmental displays
	Arranging top of counter, case, island, wall displays
	Preparing merchandise to display
	Runner and assistant for display manager
	Caring for display equipment and props
	Painting and building of props and backgrounds
	Preparing show cards and point-of-sale cards
	Traffic count--window and interior
	Maintaining inventory of display materials and merchandise
	Making window shopping comparisons
	Returning display merchandise to stock
	Planning displays
	Preparing window information sheet for departments
	Daily cleanliness check of windows
	Grouping merchandise for floor displays
Human Relations	Screening complaints and adjustments
	Directing customers
	Training transfers
	Posting "behavior" slogans
	Answering customer mail
	Manning information booths
	Directing maid or porter
	Credit interviewing
	Collecting suggestion box material
	Maintaining employee bulletin board
	Making up time cards
	Scheduling reliefs and lunches
	Checking floor coverage
	Answering the telephone
Merchandise Information	Checking tags and labels
	Comparison shopping
	Preparing merchandise for sale
	Maintaining resource files
	Collecting facts for advertising manager
	Reporting customer reactions and satisfactions
	Using want slip system
	Assisting in fashion shows

	Quality check of merchandise on floor
	Maintaining library of publications and dealer aids
Salesmanship	Selling different types of merchandise--small unit, big unit, hard lines, soft lines, lines requiring fitting
	Flying squad, floater-sales
	Demonstrator sales
	Handling different types of customers: age, sex, race, etc.
	Assembling merchandise
	Building customer file; prospect list
	Handling lay-aways, credit sales
	Handling want slip system
	Analysis of trade area
	Gift shopping--personal shopper
	Special orders
	Selling from sample
	Participation in sales, store, departmental meetings
	Point of sale displays
	Customer identification
	Floor coverage
	Related item analysis
	Suggestive selling
Stockkeeping	Filling in forward stock
	Filling in supplies--bags, paper, tissue, tape
	Unit inventory control systems
	Store maintenance
	Checking never-out lists
	Re-ordering staples
	Store reserve stock
	Receiving procedure
	Checking invoices
	Arranging for physical inventory
	Handling stock transfers
	Wrapping and packing
	Marking and re-marking
	Department inspection
	Pre-packaging and assembly
	Withdrawal of merchandise for display
	Delivery loading
	Handling perishables, fashions, imports
	Returns to manufacturer
	Care of marking machines and materials
	Handling damaged and soiled merchandise
	Handling returns to supplier

Store Operation	Reporting on safety hazards Assisting in re-arrangement of department Replacing bulbs, turning off lights Maintaining receiving records, weight and traffic check Checking and packing for delivery or shipment out Filling floor and delivery orders Checking delivery routes Handling returns, C.O.D.'s at store Distributing departmental supplies Filling mail and telephone orders Verifying credit sales Inspecting restrooms Handling lost and found system Running drink concession Helping in parking lot Handling sales book, cash register tape, tally card distribution Maintaining stockroom, warehouse inventory Repairing fixtures Handling lay-aways

S. State and Federal Reports.

There are four reports to be filled out by the teacher-coordinator each school year for the Louisiana State Department of Education.

1. The Class Organization Report.
   This form will be received early in the school year and is the basis for the next three forms. Fill out one form for each class. Be sure to keep a copy for your files.

2. End of the Year Report.
   This form will be received at the end of the school year. The information on this form is taken from the Class Organization Report and the students who complete the program requirements. It is important to remember that the only students who can complete the required program are the seniors who were reported in Column 8. Be sure to keep a copy for your files

3. The Summary Report.
   This form will also be received at the end of the year. It is important to keep accurate records of each student's gross earnings and hours worked because these will be reported on the Summary Form. Be sure to keep a copy for your files.

4. The Follow-up Report.
   This report is received in the fall of the school year. Follow-up information will be reported based on the students who were listed as "completions" on the End of the Year report (Column 13). Be sure to keep a copy for your files.

Criteria for identification of disadvantaged students on the State Department of Education reports:

Disadvantaged code number

1. Students receiving the basic or remedial education necessary to bring them up to their class level.

2. Students being tested with special tests which more accurately determine their capabilities and abilities.

3. Students receiving assistance from the vocational rehabilitation agency.

4. Students receiving special counseling, psychological aid, and/or social work assistance.

5. Students receiving special physical health services, including medical care and nutritional supplements.

6. Students who are:
   a. on ungraded schedules.
   b. given more time for the completion of the curriculum,
   c. getting individualized instruction attention.

7. Students from families with incomes less than the poverty level.

8. Students with cultural or linguistic deficiencies which require special attention and training.

9. Slow learning students who are performing below ability.

10. Students who are potential dropouts.

11. Students receiving communications and work adjustment skills.

12. Slow average students who are "just getting by" in the regular classroom and are receiving individual attention.

CLASS ORGANIZATION REPORT
D.E. Preparatory, D.E. Cooperative and General Cooperative Education
DE 918(R 8/75)

State of Louisiana
DEPARTMENT OF EDUCATION
Baton Rouge
Distributive Education and General Cooperative Education Section

Original to: State Office

Copies to: Local Administrator

School Year_____

Parish_____

Please fill in this form in triplicate for each class and send original to State Office by the dates specified.

School	Coordinator	Mailing Address
DE Prep I☐ II☐ DE Coop I☐ II☐ GCE I☐ II☐	Time Class Begins: Time Class Ends:	Conference Period Time	Coordination Period Time

	Name of Student	Age	Grade	Sex	Instr. Prog. Code	Training Station	Training Plan on file	Type of Work Department	Disadv. Codes
	Example: Mary Day	17	12	F	04.02	Sears Roebuck Co.	Yes	Sales-Children's Wear	B-7, 10
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									

Signature of Coordinator _____ Date _____ Signature of Principal _____ Date _____

III.S.3

Name of Student	Age	Grade	Sex	Instr. Prog. Code	Training Station	Training Plan on file	Type of Work Department	Disadv. Codes
Example: Mary Day	17	12	F	04.02	Sears Roebuck Co.	Yes	Sales-Children's Wear	B-7,10
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								
30.								
31.								
32.								

Signature of Coordinator _____ Date _____ Signature of Principal _____ Date _____

NAMES OF ALL STUDENTS ENROLLED SHOULD BE LISTED (Use Extra Sheets When Necessary.)

III.S.3.a

T. State Approved Textbooks.

Below is the current list of State Approved and adopted textbooks for Distributive Education.

Individual Instruction

	Grade Placement	State Book Number
Delmar Publishers, Inc.		
Merchandising Mathematics, 1973	9-12	221090
Gregg Community College Division, McGraw-Hill		
Occupational Manuals and Projects is Marketing:		
Physical Distribution, 1969	9-12	221104
Data Processing in Marketing, 1971	9-12	221112
Communications in Marketing, 1971	9-12	221120
Mathematics in Marketing, 1970	9-12	221139
The Economics of Marketing, 1971	9-12	221147
Psychology and Human Relations in Marketing, 1969	9-12	221155
Marketing Research, 1969	9-12	221163
Creative Selling, 1971	9-12	221171
Careers in Marketing, 1971	9-12	221180
Organization for Marketing, 1971	9-12	221198
Buying and Pricing, 1971	9-12	221201
Customer Services, 1971	9-12	221210
Advertising, 1970	9-12	221228
Basic Salesmanship, 1969	9-12	221236
Product Planning, 1970	9-12	221244
Display and Promotions, 1970	9-12	221252
Wholesaling, 1970	9-12	221260
Getting Merchandise Ready for Sale, 1969	9-12	221287
South-Western Publishing Company		
Advertising and Displaying Merchandise 1967	9-12	221295
Credits and Collections, 1968	9-12	221309
Selling Fashion Apparel, 1971	9-12	221317
Checker-Cashier, 1969	9-12	221325
Merchandising Mathematics, 1967	9-12	221333

Marketing, Merchandising and Management (Basic)

Gregg Community College Division, McGraw-Hill		
Marketing and Distribution (2nd. Edition) 1974	9-12	221007
Project Activity Guide, 1974	9-12	221015
Retailing Principles and Practices (6th Edition), 1974	9-12	221023
Problems and Projects, Units 1-12, 1974	9-12	221031

	Grade	Number
Problems and Projects, Units 13-24, 1974	9-12	221040
Retailing Principles and Practices, (4th Edition), 1962	11-12	207870
Manual and Key (4th Edition), 1962		707872
Laidlaw Brothers		
Basic Retailing and Distribution, 1970	9-12	221058
Workbook	9-12	221066
Key	9-12	721069
South-Western Publishing Company		
Business Principles and Management (6th Edition), 1973	9-12	220213
Study Guides and Problems	9-12	220221
Retail Merchandising (8th Edition), 1975	9-12	221074
Workbook	9-12	221082

Sales

Gregg Community College Division, McGraw-Hill		
Retail Selling, 1972	9-12	220922
Laboratory Manual, 1972	9-12	220930
Salesmanship Fundamentals (4th Edition), 1973	9-12	220949
Student Activity Guide, 1973	9-12	220957
Salesmanship Fundamentals (3rd Edition), 1965	11-12	207853
Manual and Key (3rd Edition), 1965		707856
Student Activity Guide (3rd Edition), 1965	11-12	207861
The Interstate Printers and Publishers, Inc.		
Retail Selling is Fun, 1970	9-12	220965
Prentice-Hall, Inc.		
Salesmanship: Modern Principles and Practices, 1972	9-12	220973
Manual	9-12	720979
Sales Horizons (3rd Edition), 1968	11-12	208930
Guide		708933
South-Western Publishing Company		
Fundamentals of Selling (9th Edition) 1969	9-12	220981
Workbook	9-12	220990

Audio-Visual Aids

Educations Design, Inc.		
The World of Work, 1972:		
Getting a Job	9-12	623687
On the Job	9-12	623695
Cross-Vocational Skills, Information	9-12	623709

	Grade	Number
The World of Work, 1972:		
Complete Set	9-12	623717
Fairchild Books and Visuals		
A Retailer Visits the Market, 1973	9-12	624454
Running a Smaller Store:		
From Selling to Management, 1974	9-12	624462
Introduction to Textiles, 1971	9-12	624470
Fashion in the Making: From Concept through Production to Consumer, 1970	9-12	624489
Store Shrinkage		
Employee Pilferage/Consumer Theft, 1973	9-12	624497
Combination Merchandising and Marketing Package	9-12	624500
Gregg Community College Division, McGraw Hill		
Marketing Principles - Transparencies, 1972		
Volume I--Fundamentals of Marketing	9-12	624519
Volume II--Channels of Distribution	9-12	624527
Volume III--The Product	9-12	624535
Volume IV--Pricing	9-12	624543
Complete Set	9-12	624551
Advertising and the Psychology of Buying, 1971, Transparencies		
Volume I--Consumer Behavior	9-12	624560
Volume II--Marketing Research	9-12	624578
Volume III--Advertising Principles	9-12	624586
Volume IV--Creative Advertisement	9-12	624594
Complete Set	9-12	624608
Learner Educational Enterprises		
Sales Executive Roundtable		
Volume I--12-Cassette Album	9-12	624616
Volume II--12-Cassette Album	9-12	624624
Universal Education and Visual Arts		
Distributive Education: Selling as a Career		
8 Filmstrips with cassettes, 1970	9-12	624632
8 Filmstrips with records, 1970	9-12	624640
Greedy Hands, 1970		
1 Filmstrip with cassette	9-12	624659
1 Filmstrip with record	9-12	624667
Check and Double Check, 1970		
1 Filmstrip with cassette	9-12	624675
1 Filmstrip with record	9-12	624683

References	Grade	Number
Globe Book Company, Inc.		
Pathways to Speech, 1973	9-12	221341
Guide	9-12	721344
Gregg Community College Division, McGraw-Hill		
Know Your Merchandise (4th Edition), 1975	9-12	221350
Textiles: Fiber to Fabric (5th Edition) 1975	9-12	221368
Your Job is Distribution, 1968	9-12	208906
Manual and Key	9-12	728909
Textiles: Fiber to Fabric (4th Edition) 1967	11-12	208965
Manual		708968
Know Your Merchandise (3rd Edition), 1964	11-12	208973
Manual and Key		708976
Laidlaw Brothers		
Essentials of Merchandise Information: Nontextibles, 1968	9-12	221376
Manual and Key	9-12	221379
Workbook	9-12	221384

LEARNING EXPERIENCES

CHAPTER IV

THE CURRICULUM

This section is intended as a general guide to the curriculum. For more detailed information see Bulletin 1389, One-, Two-, or Three-Year Distributive Education Secondary School Curriculum which is available from the State Department of Education.

A. Cooperative Distributive Education.

Cooperative Distributive Education is a program for persons who, through a cooperative arrangement between the school and employers, receive related instruction in school plus on-the-job training in marketing, merchandising, and management. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. On-the-job training periods and school attendance may be on alternate days, holidays, full days or other periods of time, as long as the student receives the equivalent of 5 hours of related instruction per week and an average minimum of 15 hours of on-the-job training per week for 36 weeks (540 hours). The program is designed for juniors and seniors in high school.

B. Preparatory Distributive Education.

This curriculum emphasizes basic techniques in marketing, merchandising, management, social competencies, and fundamental skills in computations and communication. Preparatory D. E. utilizes the project plan of training. Employment is encouraged but not required. The primary purpose of this elementary course in distribution is to prepare the student for his initial job in the broad field of distribution.

Preparatory Distributive Education is the introductory or first year course. The first year should be approached with the emphasis on an awareness of the various entry occupations available through the distributive education program. The teacher-coordinator should present the spectrum of distributive occupations that is available to students so they can state a clear and concise career objective. The career objective will then give the teacher-coordinator a valid reason for developing a "tailor-made" course of study for each student.

The basic content of the first year course should include a mastery of basic store operations, selling techniques, and the development of desired attitudes, knowledges, and skills. As a prospective trainee for a distributive occupation, the student is expected to acquire considerable knowledge about customers, merchandise, services, systems, and business organizations.

C. Suggested Units of Instruction for One-, Two-, or Three-Year Distributive Education Programs.

In the following suggested units of instruction no attempt has been made for any sequence. Units in Distributive Education must be flexible enough to meet the individual needs of all the students in helping them achieve their career goals. The occupational objective of the students should guide the design of the total Distributive Education program on a year-to-year basis.

In the classroom the student should receive experiences that will help him develop the necessary knowledge, skills, and attitudes to progress in marketing in general as well as in the specific occupation for which he is preparing. Time should be allocated throughout the year for individual study depending on student career goals and training requirements.

THREE-YEAR PROGRAM

Distributive Education (Preparatory I)

	Hours
Introduction to Distributive Education	15
DECA	10
Careers in Marketing	20
Distributive Education Manual Preparation	10
Parliamentary Procedures	5
Introduction to Marketing	25
Human Relations and Personality Development	15
Personal Budgeting	10
Job Description	5
Employee Compensation	5
Mathematics for Marketing	40
Cashiering	10
Job Interview and Application	15

Distributive Education (Cooperative I)

	Hours
Basic Selling	40
Economics of Marketing	15
Buying	15
Pricing	10
Advertising	10
Display and Promotion	15
Individual Income Tax	5
Marketing Research	15
Inventory Shrinkage and Store Security	15
Receiving, Checking, and Marking Goods	15
Review of Cashiering, Mathematics, and Manual Preparation	15
Tourist Courtesy and Information	5

Time has been allocated for a review of cashiering, mathematics, and manual preparation. This time should be divided into segments that will be most beneficial to the individual students. It is suggested that Inventory Shrinkage and Store Security be taught prior to the Christmas rush and that Individual Income Tax be covered about the time the students get their W-2 forms.

Distributive Education (Cooperative II)

	Hours
Communications in Marketing	15
Credit and Collections	15
Creative Selling	30
Establishing a Business	15
Customer Services	10
Personnel Management	20
Product Planning	20
Data Processing	15
Wholesaling	15
Stock Control	10
Law of Contracts	10
Franchising	5

TWO-YEAR PROGRAM

Distributive Education (Cooperative I)

Junior Year	Hours
Introduction to Distributive Education	10
DECA	5
Human Relations (Relate this unit throughout the year)	15
Careers in Marketing	20
Job Interview and Application	10
Basic Selling	30
Introduction to Marketing	30
Inventory Shrinkage and Store Security	10
Mathematics for Marketing (include some parts of units from cashiering, employee compensation, personal budgeting, pricing, income tax)	25
Distributive Education Manual Preparation	5
Customer Services	10
Receiving, Checking, and Marking	10

Distributive Education (Cooperative II)

Senior Year	Hours
Economics of Marketing	20
Communications in Marketing	25
Marketing Research	5
Advertising	10
Display and Promotion	10
Credit and Collections	5
Establishing a Business	5
Personnel Management	10
Data Processing	10
Stock Control	5
Law of Contracts	5
Tourist Courtesy and Information	5
Creative Selling	30

ONE-YEAR PROGRAM

Distributive Education (Cooperative I)

	Hours
Introduction to Distributive Education	15
DECA (May include parliamentary procedure with this unit)	10
Human Relations and Personality Development	30
Careers in Marketing	4
Job Interview and Application	10
Basic Selling	6
Introduction to Marketing	15
Economics of Marketing	20
Establishing a Business	15
Inventory Shrinkage and Store Security	10
Distributive Education Manual Preparation	5

Louisiana Association

Distributive Education Clubs of America

THE LOUISIANA ASSOCIATION OF

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA), INC.

This section is intended as a general guide to DECA. For more detailed information, consult the Louisiana and the National DECA Handbooks.

The public secondary or postsecondary school has not completed its primary educational and training functions when it sends a young adult to a job equipped only with basic job skils and information. In addition to providing the student primary vocational competencies, the school has the responsibility to aid the development of the civic, social, and ethical aspects of his personality and to promote within the student certain aesthetic appreciations. These goals can be reached through DECA.

There are five divisions of DECA. They are:

High School
Junior Collegiate
Collegiate
Professional
Alumni

The Collegiate, Professional, and Alumni divisions act in an advisory and supportive capacity to the High School and Junior Collegiate divisions. Information will be given here by divisions.

A. <u>High School Division</u>.

In addition to the classroom instruction and on-the-job training, the activities of the local Distributive Education Chapter complete the total instructional program. This phase of the program is so important that it is included in the State Minimum Standards for Vocational Education. The Minimum Standards specify that, "an active DECA Chapter must be maintained."

The all-encompassing purposes of the Distributive Education Clubs of America are to promote vocational understanding, civic consciousness, social intelligence and leadership development. Distributive Education chapters, under the leadership of the local coordinators, contribute to the preparation of future leaders in marketing and distribution through active student participation in various chapter activities and by student involvement in local meetings and

State and National Career Development Conferences. Armed with a background of poise and self-reliance, these trained young adults can obtain or advance to and hold better positions in a much shorter time than those who have not had these opportunities.

Distributive Education chapters are organized on a statewide basis as the Louisiana Association of DECA. Executive offices are located in the State Department of Education, Distributive Education Section, Baton Rouge. The association holds a three-day State Career Development Conference, and a three-day Chapter Officers' Training Conference each year.

On the national level, the Distributive Education Clubs of America is headquartered at 1908 Association Drive, Reston, Virginia 22091. DECA annually holds the National Career Development Conference for its membership. These conferences are held in different cities each year. DECA publishes a quarterly magazine, The DECA Distributor. The Official DECA Handbook, revised in 1975, serves as the national organization's guide for rules, regulations, and recommendations for local, state, and national participation. Every chapter should have several copies of the Official DECA Handbooks for ready reference. DECA jewelry, clothing, and other supplies may be purchased from the DECA Supply Service at 11722 Parklawn Drive, Rockville, Maryland 20852.

DECA activities are co-curricular. DECA encourages free enterprise, vocational understanding, and economic awareness through individual instruction, Studies in Marketing projects, Creative Marketing projects, exposure to successful business leaders, and practical experience.

DECA encourages civic consciousness through school improvement projects, community marketing projects, and support of community activities. DECA encourages social intelligence and leadership development through chapter activities such as employer appreciation functions, chapter parties, chapter meetings, and field trips.

DECA believes in competition and offers awards and recognition to student members for outstanding accomplishments. DECA maintains state and national competitive events, all designed to stimulate and motivate classroom interests, career development, and vocational competence

Areas of competition for high school events are:

Competency based series:

Advertising Services	Master Employee
Apparel and Accessories	Master Employee and Manager/Owner
Finance and Credit	Master Employee

Food Marketing	Master Employee and Manager/Owner
Food Service	Master Employee and Manager/Owner
General Merchandise	Master Employee and Manager/Owner
Petroleum	Master Employee and Manager/Owner

Projects:
Pepsi Project
Anti-Shoplifting
7-Up Civic Consciousness
Creative Marketing Project
Phillips 66 Free Enterprise Chapter
Phillips 66 Free Enterprise Individual

Preparatory:
Free Enterprise Essay
Mathematics of Distribution
Careers in Distribution Manual

1. Program of Work:

In general, those activities most effectively supporting the real purpose of the educational program tend to have the greatest meaning for the individual and the chapter. The success of any DECA chapter might be summarized by the statement: "Plan Your Work--Then Work Your Plan." First of all, it must be understood that a program of work will not just happen. It has to be considered carefully in detail, written, and executed if it is to be beneficial. The time, place, and manner of developing ideas and executing them are important considerations. A program of work for DECA is a must..

The following criteria should be followed in developing a Program of Work:

a. An outline of activities covering a definite period of time should be listed.
b. The program must include:
   1) Specific goals
   2) Methods to attain these goals
   3) Definite methods of evaluation.
c. It should be carefully developed and carefully worded.
d. It should be based on the needs and wishes of the members, the organization, the school, and the community.
e. It should represent the thinking and approval of a majority of DECA chapter members. For a program of work to be effective it must be developed by the chapter membership.
f. It should present a challenge to its members.

2. The following steps might be followed in developing a Program of Work for a new DECA chapter:

   a. Review, by the entire membership, the several activities in which the chapter might participate. Use the DECA Handbook for reference.
   b. Secure copies of Programs of Work of other DECA chapters; review, evaluate, and collect ideas applicable to your chapter.
   c. Choose a few activities that will definitely be undertaken; for example:
      1) Employer-employee Banquet
      2) Professional Chapter meetings
      3) Creative Marketing project
      4) Program before civic groups.
   d. Develop a list of possible alternatives; for example:
      1) Open House
      2) Parade float
      3) TV and radio shows
      4) Guest speakers
      5) Field trips.
   e. Appoint a Program of Work Committee and provide copies of information gathered and discussed. This committee should make additional inquiries, study suggestions submitted, and establish a tentative program of work including goals, ways, and means.
   f. The Program of Work Committee should report to the Chapter, discuss the tentative program, revise it if necessary, and provide copies of the completed Program of Work for distribution. Approval of Chapter membership and school authorities must be obtained.
   g. Execute the program, assign duties, and continually evaluate progress.

3. The following will aid an established chapter in developing a Program of Work:
   a. Review last year's program. Evaluate success and failure of various activities and determine how improvements might be made.
   b. Select items that will be included on this year's program that were used last year. List and add new items suggested by membership.
   c. Secure copies of other DECA chapter Programs of Work, evaluate, and determine what activities and ideas might be used for your chapter.
   d. Suggested club activities that might be a part of the Program of Work are as follows:
      1) Hold an employer-employee banquet where chapter members honor employers as guests.

2) Hold a Senior Recognition dinner near the end of the school year. This works well in a two-year program and is an excellent time to honor your seniors and advisory committee.
3) Build a club library on methods, projects, ideas of good club operation. This could include materials on any youth organization, not just DECA.
4) Offer your talents to civic clubs. Contact each civic club program chairman to explain the DECA story and its role in your community and school.
5) Hold an officer training conference for all school club officers.
6) Have a DE Day or Week in your local community to tie in with your State plans or to stimulate your State toward such a plan. Merchants are proud to have students "take over" their business for a day. The press, too, cooperates willingly.
7) Try an annual school betterment project, such as Clean-up, Paint-up Week, March of Dimes assistance; open house for DE and many others.
8) Try a community betterment project such as "Slave Day" for the United Fund; Thanksgiving or Christmas baskets for the needy or many other projects.
9) Hold a dance for members and other local clubs.
10) Plan and take a field trip to study some area of marketing.
11) Start a school store.
12) Plan and hold a party for children at a local hospital or orphanage or for elderly residents of a nursing home.
13) Hold and open house for prospective students and for faculty members. Remember to invite the members of the Advisory Committee and the school administration.
14) Do gift wrapping at Christmas for students and faculty.
15) Hold a bake sale or car wash.
16) Have a bowling party.
17) Plan and conduct orientation for new students.
18) Have a booth at the local fair.
19) Hold local DECA competition and let winners represent Chapter at the State CDC.
20) Hold a style show.

4. Responsibilities of Local Chapter Advisors (Coordinators):

a. Advise and guide, not dictate.

b. Become thoroughly versed in the history, principles, constitutional provisions, ceremonies, typical activities, parliamentary procedures, and other essentials of the organization.

c. Promote an underscanding of the benefits derived from full participation in the chapter program and instill enthusiasm for the program in the students.

d. Initiate the organization of the chapter activities in the group.

e. Assist in the democratic process of securing an efficient group of chapter officers.

f. Instruct newly elected officers in their duties and give all members leadership training.

g. Assist members in setting up a sound, worthwhile Program of Work and guide them to its completion.

h. See that the local chapter is adequately financed and funds properly protected. Many chapters assess membership dues to help finance various chapter activities. A major portion of revenue, if allowed by local administration, may be derived from fund raising activities and projects.

i. See that the chapter meetings are held regularly and conducted in a business-like manner (use parliamentary procedure).

j. See that all members, old and new, have an opportunity to participate.

k. See that each chapter member accepts his or her responsibilities and tries to do his or her share.

l. Advise the setting up of adequate records and accounts.

m. Guide and advise the chapter officers in processing, using, and protecting the standard minimum chapter equipment (creed, charter, banner, gavel).

o. Counsel with individual members and committees on problems.

p. See that all ceremonies, initiation, public performances, displays and various other activities are carefully planned and creditably executed.

q. Keep school authorities, the local community, and the general public informed concerning the activities, projects, successes, and developments of the local chapter and its members.

r. Keep abreast of new developments in Distributive Education and DECA and call such developments to the attention of the members.

s. Utilize the chapter for leadership training by impressing on the membership that it is their organization and by seeing that they perform the necessary functions to keep the chapter improving.
t. Encourage and assist each officer to fulfill his duties.
u. See that dues are collected and State and National dues are sent in.

B. Junior Collegiate Division.

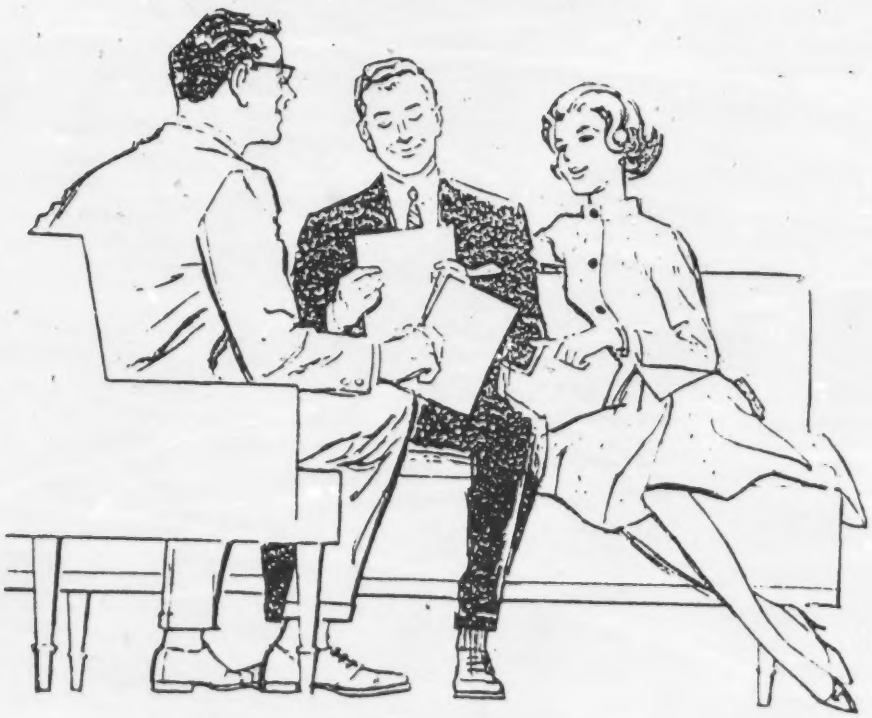
The Junior Collegiate Division functions like the High School Division in that they are both student divisions. Since the Junior Collegiate Division is still quite small in Louisiana, no special provisions have been made for them. To advisors of such chapters it is recommended that the section for the High School Division be followed.

C. Collegiate, Alumni, and Professional Divisions.

In Louisiana there is no collegiate or professional division of DECA at present. The Alumni Division is very active.

The purpose of the Alumni Division is to serve the student divisions in any way it can. Alumni members may join individually or may form a local chapter. Members of this division can be extremely helpful to local high school chapters by coaching students for contests, helping with job placement, serving as chaperones, providing speakers for classes, and in many other ways.

ADULT PROGRAM



CHAPTER VI

ADULT CLASSES

Adult Distributive Education is a program of occupational instruction in marketing, merchandising, and management. It is designed to prepare individuals to enter, to progress in, or to improve competencies in distributive occupations. Emphasis is placed on the development of attitudes and skills.

A. Adult Distributive Education.

Instruction is offered at the postsecondary and adult education levels. Distributive occupations are found in such businesses as retail and wholesale trade; finance, insurance, and real estate; services and service trades; manufacturing; transportation and utilities; and communications. Therefore, the programs for adult workers are organized in terms of the occupational levels, types of businesses, and nature of job activities of those enrolled; such as:

1. Owners, managers, and operators of all kinds of stores, shops, and other distributive businesses.
2. Sales managers of all kinds of businesses.
3. Branch managers and local representatives.
4. Department heads, supervisors, training sponsors.
5. Purchasing agents and buyers.
6. Salespeople, sales agents, canvassers, demonstrators.
7. Store service workers who come in contact with customers.
8. Driver salesmen, route salesmen, deliverymen.
9. Other types of workers who come in contact with customers while employed in a distributive occupation.

This instruction may be given during working hours (with the approval of the employers) or during non-working hours.

B. Objectives.

Major objectives of distributive education programs for adults are:

1. To provide for improved job efficiency.

2. To provide for a better understanding of the field of economic activity in which the workers are engaged.

3. To provide the kind and amount of instruction to meet the vocational needs of workers.

4. To aid in improving management's knowledge and skills.

5. To prepare workers for ownership and executive positions.

C. Types of Classes.

1. Evening classes
   a. Requirements
      1) Those enrolled for instruction must be 16 years of age or over.
      2) Instruction must be related to the career objectives of the participants.
      3) Classes may meet at any convenient hour of the day or evening.

   b. Membership
      1) Classes should be composed of workers from either the same distributive occupation or with similar job duties or problems.
      2) Instruction is likely to be less efficient when class membership is too diversified.

   c. Time schedule--this should not be prepared until after consultation with those who know the working conditions which are likely to affect attendance at an evening school.

   d. Course content
      1) Should be determined by a functional analysis of the work of those enrolled in the class.
      2) Should seek to develop the working ability needs of the individual on his job.
      3) Should be suited to the seasonal demands of those enrolled as well as their ability needs.
      4) Should be of short unit organization. One or two brief courses should not be the end determinants of instruction.

   e. Location
      1) Should be conducted in the place most suitable for effective work (e.g., school building, trade association rooms, retail board offices). The facilities of area vocational schools may be utilized when possible and feasible.

      2) The amount of space and room arrangement should lend themselves to informalities essential for the comfort of adults

2. Part-time classes
   a. Requirements--the difference between the evening and part-time class requirements is that the part-time classes are scheduled during the working hours of those workers enrolled.

b. Types of part-time classes
    1) Continuous
        a) Scheduled for distributive workers who can leave their daily employment for instruction.
        b) Gives supplementary instruction in distributive occupations in a series of brief meetings over an extended period of time. These classes are usually planned for one, two, or four hours a week for the period of time allotted. The program for these classes usually provides for a progressive sequence of instruction.

    2) Short unit part-time
        a) Offered for a limited time to distributive workers who can leave their daily employment or who are temporarily unemployed.
        b) May be organized to present supplementary instruction needed in a short series of class sessions.
        c) May be organized to give the instruction needed by the large number of regular part-time employees who work a part of each day, or week, or who come on special call. Many of these part-time employees may take supplementary instruction to help them advance to full-time employment or to give better service even if they do not wish to work full time.
        d) May be organized to instruct temporarily unemployed distributive workers to help them obtain re-employment in the distributive field. However, the instruction of temporarily unemployed workers must be supplemental to their usual area of employment.

c. Time schedule
    1) Classes usually meet for one hour
    2) In some instances the length of time may be extended to adequately achieve objectives.

d. Course content
    1) Should provide the maximum of educational service in a minimum length of time in developing the working abilities needed.
    2) Should be organized so that a marked degree of improvement can be noted by employers.

3) Should be organized to provide a specific learning situation in order to maintain and stimulate attendance.

e. Location

1) Should be housed in the place most suitable for effective work. The public school or area vocational school is the more acceptable location.

2) Amount of space and room arrangement should lend themselves to informalities for the comfort of adults.

D. Suggested Courses for Adult Distributive Education.

A

Adult Instructor Training
Advertising: Layout
Advertising: Principles
Advertising: Procedures
Advertising: Use of Specific Media
Advertising and Sales Promotion
Apartment House Management
Auto Camps and Motels Service
Auto Parts Counter Sales

B

Bakery Products Merchandising
Bakery Route Service
Business Conference Leader
Business Fundamentals
Business Income Tax
Business Management
Business Modernization
Business Personality Training
Business Record Keeping
Business Tax Problems
Buyer's Arithmetic

C

Cashiering
Central Check-out Servicing
Clothing: Ladies' Wear
Clothing: Men's Wear
Color, Line, and Fashion
Confectionery Merchandising
Credits and Collections
Customer Relations

D

Dairy Products Merchandising
Dairy Route Salesmanship
Display Methods and Techniques
Drapery and Furniture Merchandising

E

Economics of Distribution
Employer-Employee Problems

F

Fabrics
Fashion Merchandising

F (continued)

Feed and Farm Supply Merchandising
Floral Merchandising
Food Handling and Sanitation
Food Store Training:
- a. Operation Procedures
- b. Organization
- c. Modern Supermarket Operation
- d. Procedure, Care, Preparation, and Merchandising
- e, Stocking, Marking, and Displaying

Furniture Merchandising

G

Gift Wrapping

H

Hardware Merchandising
Home Furnishings Merchandising
Hotel-Motel Training:
- a. Communications
- b. Food and Beverage Management and Service
- c. Front Office Procedure
- d. Hotel-Motel Accounting
- e. Hotel-Motel Law
- f. Hotel-Motel Sales Promotion
- g. Human Relations
- h. Introduction to Hotel-Motel Management
- i. Maintenance and Engineering
- j. Hotel-Motel Management
- k. Supervisory Development
- l. Supervisory Housekeeping

Household Appliance Merchandising
How to Organize and Operate a Small Business
How to Supervise
How to Train Employees
Human Relations

I

Income Property Management
Income Tax Problems for a Small Business
Insurance Salesmanship
Interior Decoration Merchandising

J

Job Analysis for Supervisors
Job Analysis Techniques
Job Relations Training for Supervisors

L

Laundry Route Salesmanship
Laundry Service
Lumber and Building Materials Merchandising

M

Management Control
Marketing in Our Economy
Marketing New Products
Mathematics of Distribution
Merchandising Plumbing Supplies
Merchandising Printing
Merchandising Problems
Merchandising Music
Merchandising Your Community (Tourist Courtesy and Information)

O

Oral Communication in Business

P

Paint and Wallpaper Sales
Personality Development for Salespeople
Petroleum Merchandising
Pre-Holiday Salesmanship
Principles of Business Law
Principles of Management
Principles of Marketing
Principles of Sales Promotion
Problems in Distribution
Professional Tour Guide Training
Psychology of Selling
Public Relations
Public Relations for Retail Employees

R

Real Estate Law
Real Estate Problems
Real Estate Sales and Brokerage
Receiving and Marking
Retail Buying Principles and Techniques
Retail Credit Control
Retail Management
Retail Merchandising
Retail Personnel Problems
Retail Selling
Retail Consumer Problems

S

Sales Check Training
Sales Clinics (The extent of the imagination is the only limitation of sales clinic topics.)
- a. Automobiles
- b. Chemicals and Allied Products
- c. Personal Services
- d. Repair Services
- e. Transportation

Sales Correspondence
Sales Promotion
Sales Managers' Conference
Salesmanship
Salesmanship for the Foreign-Born
Selling Banking Services
Selling Retail Advertising
Service Station Merchandising
Shoe Merchandising
Showcards
Shrinkage Control
Sporting Goods Store
Stationery Merchandising
Store Arrangement and Layout
Store Modernization
Store System Training
Supervisory Training
Surety Bond Selling

T

Tax Law Changes
Techniques of Export Sales
Telephone Personality Training
Telephone Techniques
Textile Selling
Textiles: Characteristics and Care
Traffic Management and Rates
Traffic and Transportation
Training Directors' Workshop
Travel Bureau Service

V

Van and Storage Service
Variety Store Merchandising

W

Wholesale Management Development
Wholesale Selling
Wholesaler-Retailer Relationships

E. Part-time Instructors.

1. Definition:

Part-time instructors are teachers of related distributive subjects employed as needed on an hourly basis.

2. Qualifications:

Teachers of evening and part-time extension classes shall be graduates of an approved high school and may be issued a vocational certificate (Trade Certificate) valid for one year upon the recommendation of the director of distributive education and the supervisor of teacher training.

The following training would be desirable, but all are not necessarily required:

a. Professional training

Individual in-service training can be supplemented by short intensive courses prior to employment or during the teaching period where feasible. Professional courses in vocational education such as the following are recommended:

1) The Principles and Philosophy of Vocational Education.
2) Job Analysis and the Development of Instructional Material.
3) Methods of Teaching Distributive Subjects.
4) Coordination of Distributive Courses.
5) Conference Leading.
6) Supervision of Distributive Education.
7) Organization and Administration of Distributive Education.
8) Professional Training.
9) Others.

b. Technical training

Such training is desirable, but not required if the instructor has been successful in the special aspects of the occupation which is teaching. Short-unit technical courses related to the occupational field in which the instruction occurs may be pursued by part-time instructors.

c. Occupational experience

Instructors should have at least five years of successful experience in the distributive occupation being taught, or its equiva-

lent in technical training and experience. Such experience should be recent; and, if possible, varied, since his class members for the most part will be drawn from many types of businesses.

d. Social acceptability
   1) An instructor should be in good standing in the community.
   2) He should have the respect of business leaders in his field.
   3) He should be emotionally mature, able to give and take on a friendly basis.

F. Suggested Steps in Organizing Classes.

1. Survey

Make a survey of the training needs in the community with the assistance of the local advisory committee, businessmen, and civic organizations.

a. The number of workers employed in each distributive occupation.
b. Rate of labor turnover in each occupation.
c. Requirements made of new employees.
d. Sources of new employees.
e. Training being carried on in each occupation.
f. Number of extra and contingent employees in each occupation.
g. The field showing greatest interest in training.

2. Funding

Comply with State requirements in order that funds will be available to the program for:

a. Salaries of qualified teachers.
b. Teaching materials.
c. A comfortable meeting place conducive to good work for the class.
d. Adequate supervision.

NOTE: State and Federal funds may be used only for reimbursement of salaries of qualified instructors.

3. Promote the program.

4. Determine who will be the instructor

Submit applications for authorization (Form VE 106) to State D. E. office and Parish Supervisor.

5. Determine place and time of class meetings.

6. Publicize the proposed class

a. News articles.
b. Circulars in stores.
c. Bulletins on store bulletin boards.
d. Meeting of employees.
e. Talks and/or announcements at luncheon and civic clubs.
f. Meetings of merchants.
g. Chamber of Commerce publicity.
h. Trade association organizations.

i. House organizations of participating groups.
j. Any other available means.

7. Submit the instructor's qualifications to the Distributive Education Section of the State Department of Education for a certificate permitting him to teach distributive education classes.

8. Assist the teacher in developing an outline of the course of study and in obtaining appropriate audio-visual aids for the class.

9. Prepare and distribute advance enrollment blanks and arrange for some means of collecting the blanks by the sponsoring organization on a certain date.

10. Publicize the definite dates and times of enrollment and class meetings, stressing the first meeting date.

11. Start the first class on time and close it promptly as scheduled:

    a. The impression made on the members of the first class in a course is an important factor in determining the success or failure of the course.
    b. Accomplish a definite objective and give some definite instruction in the first meeting.
    c. Get a class roster.

12. Fill out the organization report and send it in to the State Office immediately after the first regular class meeting.

13. Submit an end-of-course report showing attendance to State D. E. office. Report number of certificates issued.

14. With the assistance of students and instructors, evaluate the course, compile results, and submit a summarized copy to the State D. E. office.

15. Express appreciation to instructors, guest lecturers, and other participants by letters and news releases.

16. Maintain records for future courses and your end-of-the-year report.